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ABSTRACT

The project, a voluntary program, funded under Title I of the Elementary and Secondary Education Act, was designed to aid in the educational and occupational adjustment of young people, 16 through 20 years of age, who have left school, or who are potential dropouts. The rationale of the program requires that the trainee's goals come first, not pre-ordained superimposed goals from the project. The dropout volumtarily applies for acceptance in the project and is interviewed by the teacher/coordinator. If the prospective trainee's goal is in the broad areas of employment, further training, or a return to regular school, he is informed what assistance the project can offer him. If the young person asks to be enrolled and is accepted, he and the coordinator decide which components of the Job Upgrading curriculum will best help him achieve his goals, which then become the project objectives for this particular trainee. There are fifteen centers in various high schools located throughout Detroit. (Author/JM)

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EVALUATION OF THE JOB UPGRADING PROJECT

September, 1967 - August, 1968

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RESEARCH AND DEVELOPMENT
DETROIT PUBLIC SCHOOLS
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Detroit Public Schools	SUMMARY OF PROJECT EVALUATION (ESEA, TITLE I)	Research and Development February, 1969

Title — Evaluation of the Job Upgrading Project

Purpose — To evaluate the effectiveness of the Job Upgrading Project in upgrading the employability of school dropouts

Investigators — The Research and Development Department, Program Evaluation Section, James McCarthy, Evaluator

Period — September 1, 1967, to August 31, 1968

Subjects — Subjects were 1644 male and female school dropouts ranging in age from 16 to 20

Procedures — Evaluative information was gathered from interviews with trainees, parents, work experience supervisors, and staff members. Observations, anecdotal records, staff evaluation reports, and rating reports on the trainees by the work experience supervisors were also utilized.

Analysis — A descriptive analysis was made of information gathered from the interviews, staff evaluation reports, work training reports, and other data

Findings — Analysis of project records revealed evidence of achievement of major program objectives by Job Upgrading trainees:

1) 319 trainees succeeded in returning to a full time school program,

2) 334 trainees were able to enter full time employment,

3) 448 trainees earned credits in 815 regular school classes, and

4) 818 trainees completed a paid and supervised work experience.

Analysis of data obtained from questionnaires and interviews with trainees, parents, work experience supervisors, and teacher-coordinators provided abundant evidence that substantial numbers of trainees were achieving the secondary goals of the program: improved self-images; improved attendance records; improved grooming; improved work habits; and improved communication skills.

Conclusion

Job Upgrading offers the dropout a place to come to for help, a place where he can continue academic work at his own speed, and a place where he can increase his basic employability. The Job Upgrading program of specialized help for dropouts has the curriculum that dropouts need and want, and it has a staff of teachers interested enough in dropouts to hold them accountable for the gradual attainment of the accepted standards necessary to obtain employment or re-entry into regular school. Therefore, the conclusion of this evaluation is that the Job Upgrading Program is achieving its objectives and is worthy of continuation, additional funding, or expansion.

EVALUATION OF THE JOB UPGRADING PROJECT

Introduction

Background of the Program

The Job Upgrading Program began in 1949, with one center. The original concept was to help school dropouts develop the attitudes, skills, and competencies that they needed to find and hold a job. The program grew to a total of eleven centers which were operational during the school year 1965-66. In 1966, a proposal, "The Job Upgrading Project," was accepted for financing under the Elementary and Secondary Education Act, Title I, which provided for the addition of four new daytime and three new evening Job Upgrading centers, and the expansion of the summer program. For operation during the 1966-67 school year, the program received $400,000 from Title I. For the year 1967-68, Title I grants totaling approximately $260,000 were received. This cutback in funds coupled with increases in salary for the staff, required a reduction in centers from the high of eighteen reached in 1966-67, to the present sixteen in 1967-68.

The program has evolved in accord with the changing needs of its trainees so that now the emphasis is not solely on employment, but also on return to regular full time school. In previous years, only those students who had actually dropped out of school were accepted in the program. Now, the program will admit a student directly from the regular school program via a referral from the principal of the school in which the center is located.

Organization of the Project

The Job Upgrading Program is administered by a project director whose responsibilities consist of the general supervision of the overall program and related activities as well as the coordination of the work experience assignments. During the period from September 1967, to August 1968, the Detroit Public Schools operated Job Upgrading centers in sixteen senior high schools. Each center functioned under the direction of a teacher-coordinator selected for the position on the basis of his interest and ability in working with school dropouts. There is one Job-Coordinator for the program. He operates a job placement service for trainees who have completed the program and are ready for full-time employment.

The Project Goals

The Job Upgrading Program has a twofold objective. By enrolling the dropout into this voluntary program with its flexibility, informality, and non-threatening atmosphere; by allowing the enrollee to take some classes in the regular school program; by offering the trainee the opportunity to engage in some type of worthwhile employment under sympathetic supervision; it is hoped that he will improve his self-image and basic skills to a point where he will either (1) return to the regular school program or some other type of educational experience, or (2) become a self-sufficient employee in the world of work.

Operation of the Project

A typical cycle in the operation of the project would begin when a dropout is referred to the program by someone who might be a friend, relative, social worker,

or school counselor. The dropout comes to the Job Upgrading center for an interview by the Job Upgrading teacher-coordinator and is given an orientation to the program. If the coordinator believes that the dropout can be helped by the program and the dropout agrees (since it is a voluntary program), he is enrolled immediately, if there is room. If there is no room at that time, he is put on a waiting list. After his enrollment, the trainee begins to participate in the main elements of the Job Upgrading curriculum: (1) individual counseling, (2) group discussions, and (3) written lesson sheets on various subjects. Most trainees are also encouraged to enroll in a few regular school classes. After six weeks in the program, the trainee may have progressed to a point where the coordinator can assign him to a paid work experience in the afternoons. This means that the trainee is assigned to a supervisor at a non-profit governmental or social agency where he will learn one of its regular jobs and be given supervision and help in learning good work habits. After a successful work experience the trainee is ready for placement on a full time job. If the trainee's goal is a return to regular school, the coordinator helps him to meet the requirements set by the principal. When the trainee begins full time employment or school, he is placed on the follow up roll. The coordinator will continue to check on his progress for six months before officially declaring him to be upgraded.

The Evaluation Plan

Although the existing Job Upgrading Program was expanded and supported in part through funds provided for the ESEA Title I, Job Upgrading Project, it was neither practical nor feasible to limit the evaluation to that part of the total program which was solely supported through funds provided by ESEA Title I. The evaluation, therefore, embraces both the portion of the program supported by ESEA funds and that supported by funds from other sources.

Interviews were conducted with enrollees regarding their participation in the program and at the same time observations were made as to their grooming, personal presentation, and interview techniques. Interviews were also conducted with each teacher-coordinator and a sample of parents and work experience supervisors. Use was also made of anecdotal records, staff evaluation reports, and ratings on the trainees by work experience supervisors. In addition follow-up contacts and reports provided other evaluative data on the trainees.

Evaluation Findings

Number of Trainees Upgraded

The 1967-68 year of operation was a most successful one in the number of trainees who achieved a major objective of the program. Three hundred thirty-four trainees attained the objective of employment through the program. An almost equal number, 319 attained the objective of returning to full time school or other training. Table 1 shows the statistics for 1967-68 compared with previous years. It should be noted that the 1967-68 increases were achieved with sixteen centers in operation as compared with eighteen centers during the 1966-67 year. The changes in the percent employed (23) and in school (12) in 1965-66, to the present 20 percent employed and 19 percent in school show a slight drop in the percent employed and a dramatic upturn in the percent in school. In 1965-66, the percent in school was

about half of the percent employed, but now it is almost equal to the percent employed. This seems to reflect a change in trainee goals. The trainees as a group appear to be shifting their preference for immediate employment to a return to school for more education or training.

Table 1

Number of Trainees Upgraded, Employed, or Returned to School

	1965-66		1966-67		1967-68		3 Yr. Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students Enrolled	1178	100	1788	100	1644	100	4610	100
Upgraded								
Employed	265	23	290	16	334	20	889	19
In School or Other Training	136	12	284	16	319	19	739	16
Total	401	35	574	32	653	39	1628	35

Case Study Reports on Individual Trainees

A most insightful method of reporting what growth changes occurred in a selected sample of trainees in the Job Upgrading Program is the case study. The Job Upgrading coordinators were asked to give brief anecdotal descriptions of some of their successful trainees. These studies reveal both the range and type of problems the trainees initially presented to their teacher-coordinators; then how a program was planned to meet each trainee's specific needs; and finally, the subsequent changes in the trainee's attitudes, interests, and achievement while in the program. Because of the personal nature of these studies, fictitious names have been used. The following cases are quoted from the coordinators reports:

The Case of William--William was referred to me on June 6, 1967, by his counselor at Mackenzie High. This young man had a very poor introduction to high school with a dismal record at Murray-Wright in the fall of 1966. He was a transfer to Mackenzie High in February, 1967 and dropped out of school at the end of the month, 16 days past his sixteenth birthday.

He was "bumming" around from that time until he came in for his interview.

I explained that I would take him in during the summer session and by his

taking a few classes and being successful with a work experience, we could get him back in school in the fall.

Well, William didn't show up during the opening days of Summer School, so I made a telephone call home. His mother explained that William was supposed to be going to school and was surprised he wasn't there. Upon checking the school records, it was obvious he was nowhere in school.

On the 19th of July, he walked into my office and said he was looking for help. He had been having problems with his dad and mother and they were always on his back. (No wonder; he smoked a lot and drank also; usually wound up drunk on the weekends). Classes were impossible so I assigned him to the main library to work as a page. He was off to a poor start, missing two days his first week. The supervisor gave him a good recommendation for his work, but his attendance was not good.

On the 9th of August, I received a call from the library: William was out again for two days. I made a telephone call home and found out that William was in the Youth Home. (His father had kicked him out of the house and the police picked him up sleeping in Stoepel Park).

After his release from the home, I still sent him back to the library, and on three occasions during the rest of the summer, his mother called saying William wouldn't get up to go to work. On all three occasions, I drove to his house, got him up and drove him to work. Somehow, we got through the summer.

We started the fall semester of 1967 with a new look. He had three classes, which he eventually passed with two A's and a B. In the latter part of the semester in January, 1968, he started another work experience at Northwest General Hospital as a helper to an X-ray technician. He was enthusiastic about his new job and asked that he not be put back in his regular grade so he wouldn't have to forfeit his job.

We took out a new schedule for the second semester, again, three classes which he again completed with an A, B, and C for final grades. His job at the hospital had to be terminated in March (his time was up), but the hospital immediately hired him as a part-time employee. He was scheduled to work 30 hours per week, and throughout the rest of the semester he never missed a day or an hour.

At the beginning of summer school, 1968, he signed to take fifteen credit hours, but after four days of school, he came and told me he would rather work full time at the hospital. He was dropped from his classes and he finished the summer working full time.

This fall William came in and told me he was enlisting in the Army and that he hoped he would be able to follow through on his X-ray technician's position. He left for service with both his father's and mother's blessing.

I cannot fail to mention some more important improvements: during his stay at the hospital, William gave up his drinking and smoking habits and his attendance regarding punctuality and dependability was without blemish. He and his father were back on speaking terms and he definitely had a new and optimistic goal in life.

The Case of Thomas--In March, 1967 Thomas migrated to the United States from Mexico. Upon his arrival in Detroit, he was enrolled in a special class for foreign born at McMillan Junior High School. By September, he felt that he had an adequate command of the English language and attempted enrollment at Southwestern High School.

The principal at Southwestern felt that a full schedule of classes would be too difficult for Thomas to complete. He in turn recommended that Thomas enroll in the Job Upgrading Program.

Thomas enrolled in the Upgrading class and was scheduled for three academic classes: English 2, World History 2, and General Mathematics 2. After a few weeks in his English class, Thomas' teacher felt that he would be better in one of the remedial reading classes. He was transferred to one that met later in the day.

Thomas' attitude and attendance were excellent and it was refreshing to have a student in class who sincerely wanted to learn. He completed several lesson sheets and was doing satisfactory work in his classes.

After discussing various work experience stations with him, it was decided to place Thomas on a maintenance assignment at the Brent General Hospital. This meant that he would have to travel a great distance to get to his job, but he did so with consistent regularity.

Here, Thomas was an outstanding employee from the very beginning. Every job he was given was completed promptly and neatly. Both of his supervisors could not praise his work sufficiently.

While on the job, an opening occurred for a multilith operator. The counselor tried unsuccessfully to locate an operator. She then offered Thomas an opportunity to learn to operate the duplicating machine, because she was impressed with his work record.

In a matter of weeks, Thomas became very proficient in the operation of the machine and was offered a full-time job. He accepted the offer and began working when the fall semester ended in January, 1968.

Thomas completed his classes with passing grades. He received a B in Mathematics and C's in History and English.

He is working for the Brent General Hospital and in addition to operating the multilith machine, he is making name tags for all of the hospital's staff on a new engraving machine.

His former maintenance supervisor still uses Thomas on weekends to help him complete some "extra" painting jobs.

The Case of Walter--Walter was referred to the Job Upgrading Program by his school's principal. He was almost eighteen years old and still in the eighth grade. The principal of his school felt that Walter was getting very little if anything out of a regular school situation and thought the Job Upgrading Program could better prepare him for the world of work.

Walter is a rather quiet and shy young man but he is very polite and courteous. At first, Walter's attendance was not too good but as he got more involved in the program his attendance improved. Before he came into the Job Upgrading Program, he had been unsuccessful in finding any type of job. This probably was the reason for his poor attendance at first because he expected to meet with more failures. Walter became very interested in doing the Job Upgrading worksheets. He worked at his own rate and was not competing with anyone and this helped to restore confidence and give him a feeling of success.

When I thought Walter was ready for a work experience, we discussed different kinds of work and places of employment. I let him select his work from three or four work stations that I knew would have excellent training and close supervision. He decided that he wanted to work at the Western YMCA with the custodial staff. I talked with his supervisor after he had worked one week and he was very impressed with Walter's work. He stated that Walter had interest in his work and would take responsibility for doing a good job. Walter has had perfect attendance at work and all the staff members are interested in him because he is so cooperative. Walter's work experience will be over at the end of the summer program but the supervisor has so much confidence in him that he is offering him full time employment.

The Case of Theresa--Theresa came to me in November of 1967 and is still with me as of 7-68. She has matured and is making progress. She is a girl with lots of personality; however, she is not academically inclined. When she came to me, she had a second grade reading level. She was sent to the reading co-ordinator at Murray High for help, and she made progress with him. But Theresa needed a lot of exposure to reading and education in general so she was encouraged to start a more formal program at the Urban Adult Education Institute (UAEI) where she has made definite progress. She still has problems vis-a-vis regular attendance. Last winter she worked at the Boulevard Day Nursery, and she did fairly well. This summer she is on a work experience at the Detroit General Hospital, and she is doing beautifully working with the very young children. One of Theresa's problems is the fact that she operates in a very "scatter-brained" way, but she is coming along in this area also and becoming more responsible. She plans to attend the UAEI again in the fall to continue her education.

The Case of Shirley--Shirley came to me in February of 1967, and she was placed on Follow-up School as of 6-24-68. Shirley came to me from Continuing Education (a project serving girls forced to leave school due to pregnancy) and she had a very traumatic experience. She was very irregular and had many problems of adjustment. Her dress and appearance were quite poor. Her mother tried with the family, but there were several brothers who were mentally deficient, and the mother had her hands full. The family has been on ADC for many years. We placed Shirley on a work experience at the TB Health Society, but Shirley only lasted a week. She was unable to attend regularly. A few months later, we placed her at Mt. Lebanon Hospital in Housekeeping where she did somewhat better although attendance was still a real problem. We also started her in The League for the Handicapped with a young social worker where she attended a group therapy session on a weekly basis and where she appeared to find a home. The problem arose when the worker left. We placed Shirley in an Institutional Aide program at the League under the DVR program (State of Michigan Division of Vocational Rehabilitation) which we had gotten Shirley into. Shirley again had problems

with attendance which we are still working on. I do feel that overall there has been progress in areas such as personal appearance where a real difference was evident and in the general area of self-esteem. The long term prognosis is still very guarded, but the Job Upgrading Program has made a real effort to salvage a soul.

The Case of Sandra--Sandra came to the program from a special education school. She talks very slowly and exhibited infantile patterns of behavior. I began to give her specialized attention consisting of reading booklets and handwriting exercises. At first she was unable to write her own name and address or read the simplest SRA booklets; however, with some months of practice she improved considerably. Meanwhile, her self-confidence had also escalated to the extent that I felt she was ready for a work experience. Sandra was placed at Detroit General Hospital in the Central Supply Division under a very understanding supervisor who gave her a lot of special attention. She did very well on this assignment and when, finally, it terminated she indicated that she would like some special job training.

Understanding her ability and limitations, I referred her to DVR which in turn set up a job training program for her at Goodwill Industries. She is presently learning the ins and outs of Food Service in their cafeteria. Sandra loves to talk on the phone and she rings me regularly from Goodwill to tell me the menu and how busy she is. I'm sure that with proper training she will graduate into a successful food service worker.

The Case of Joseph--Joseph heard about the Job Upgrading Program from a friend who had been a former student. He reported to the Kettering Job Upgrading Center for an interview and was enrolled the day the summer session began.

From the beginning, Joseph displayed initiative in completing the lesson sheets. He was eager to be placed on a work experience assignment. After several attempts to locate a suitable opening, several vacancies occurred for maintenance helpers in the Federal Building. An interview appointment was made and after the interview Joseph was put to work.

His work impressed his supervisor and Joseph was placed on the early morning shift that began at six o'clock. Joseph was regular in his attendance and his work continued to be above average. His training reports always gave him an excellent rating.

During one of the counseling sessions, Joseph indicated a desire to return to school. The teacher-coordinator suggested both Adult Day School and night school because Joseph was nearly eighteen and still in the ninth grade. Joseph felt that he would do better under the close supervision of a regular school teacher than in the permissive atmosphere of the Adult Day School.

At this time it was decided that Joseph would also need a job in order to stay in school. The teacher-coordinator knew of an opening for a morning bar boy. He was referred to the position. His manner and sincerity persuaded the employer, for he came away with a definite job offer as soon as he completes his work experience assignment.

In September, Joseph will work in the morning and will be assigned regular school classes in the afternoon. This demonstrates the flexibility of the Job Upgrading Program in meeting the needs of different individuals.

The Case of Kim--Kim, a male sixteen years of age who had never worked before, was sent to the Howard Home on a summer work experience. This boy did so well that he was made foreman by his employer. His duties included supervising all of the students placed there by various agencies.

At the conclusion of the summer program he was offered a position on a part time basis so that he could return to school.

The Case of Frank--Frank enrolled at Southeastern Job Upgrading in June, 1968. He indicated that he was interested in a work experience involving clerical duties. His background indicated that he had dropped out of regular school the previous semester due to poor grades at which time he was ranked a "10A". Since Frank was seventeen, it was obvious that he was behind in school. After working with him approximately one month, Frank became ready for a work experience. His grooming, manners and attitude had improved. I referred him to the Children's Museum where he was placed as an assistant clerk. Periodic visits indicated that Frank was doing fine. His supervisor indicated that he was cooperative and generally punctual.

Near the end of July, Frank visited me at the Center and explained that he was in need of full time employment since he was getting married in August. His young lady was pregnant and expected to deliver in October. Frank was concerned about providing for his future family. With references from both the Children's Museum and myself, Frank was referred to an agency where there was a mail clerk vacancy. He was subsequently hired and is now working.

The Case of Nancy--Nancy enrolled in Job Upgrading in May of this year. She had been suspended from regular school for fighting with several other girls. during the previous semester and had been refused re-admission to regular school.

The assistant principal then referred Nancy to me. Nancy was quite hostile at first. She continually blamed others for her situation and obviously resented me as just another authority figure. Her appearance was quite garish; high blond wig, mini-mini skirt, the works. She was, however, interested in working and indicated that she had been seeking a job for several months with absolutely no success.

After attending the class for several weeks, she began to relate somewhat to me. A number of severe problems troubled her, the outstanding being her home situation. She was very eager to move out and locate in her own apartment due to a step-father who was almost continually drunk and involved in an illegal occupation. She began to realize that one of the main reasons that she had been unable to find employment was her appearance.

In July, I referred Nancy to the Statistical Division of the Detroit Civil Service. I believed at that point that she was ready for this type of work experience, a simple job of filing and posting records. Her supervisor

indicated that she worked well with figures and generally had done well on the job. When the fall semester began Nancy indicated that she had moved from her home and needed a full time job to pay for her expenses. I referred her to the placement service of Job Upgrading and in turn she was sent for an interview to a store. She was hired on the spot due to this referral and is now in training in their billing department.

The Case of Charles--The drop-out, regardless of how well meaning, for the most part is: (1) severely grade retarded, (2) a slow reader, (3) a reluctant student, (4) negatively oriented, (5) leads a relatively unstructured existence, (6) has a low motivation level, (7) exists only in the present (8) mistrusts adults, (9) has limited positive environmental and experiential exposure, and (10) is independent yet very dependent, and because of our present inflationary spiral, has a misconceived idea of employment and the world of work in general.

We had a young man in the program who had dropped out of junior high school in the 8A. We enrolled Charles just prior to the conclusion of the spring semester. He displayed many of the qualities mentioned in the first paragraph of this paper. His attendance, quite regular in the beginning, began to become a little erratic and follow-up was attempted, but the typical excuses were evident. While Charles' academic ability was not as bad as many, it was far from being what he would lead people to believe. He was soft spoken and well mannered, but not too truthful to himself or to others.

Charles, however, did display to those that would dig deep enough something worthwhile. We placed him in a work experience. He followed the usual pattern, doing quite well the first two weeks. After this he slowed a little, but nothing too drastic. His absence after his first check, however, became more pronounced. His parents were unaware of the absence. He had been untruthful with them, as well as his employer. Charles was finally confronted and agreed to return to his job. A few days thereafter his supervisor called to report that he had failed to appear and had borrowed money from a number of the regular employees and had failed to repay them. This matter was taken care of to everyone's satisfaction and Charles returned to work again. A few days passed and the supervisor called and stated that Charles was a prime suspect in the case of $5.00 that was missing from the cash drawer. Marked bills were placed in the drawer for obvious purposes and Charles was found paying off debts with said bills.

The boy's father was called and asked to come to the work station to discuss the matter. With the father's complete cooperation and the supervisor's perseverance the student was allowed to continue on the job, however, at a much more menial task than he had previously been assigned.

Charles, however, finished out the summer and left the work station in good standing. At last report he was attempting to return to junior high school.

The Case of Edward--One of our most interesting cases was that of Edward. He was referred to me by the principal of Garfield School, as a special student. I soon discovered that Edward was very limited in academic ability, yet often covered this up by bizarre outbursts and actions. Edward was the first person I saw at school in the mornings and the last to leave. He was always around. His first work experience at the Boys Club was not very satisfactory. He said he was going to work, but was repeatedly reported seen around school.

I referred Edward to Vocational Rehabilitation and he was processed for a 13 week exploratory program. In the meantime, he worked at the Howard Home and his supervisor was pleased with Edward's work. He was willing to learn and follow directions, and reported to work daily and on time.

We have been able to place Edward in a DVR training program at Herb's Service Station. The only draw-back is that the station is located across from school, and at every opportunity Edward manages to return to the building. He is a likable boy, but very disturbed.

I cannot say that this is a success story, but it is one which shows the need for our Job Upgrading Program and its benefits. I feel Edward has received help from our follow-up services.

The Case of John--Most of our supervisors are very understanding and will go out of their way to be of help to the job upgrader. A case in point is Mr. T. at the Federal Building who has John working for him. John had dropped out of school last February, and when he came in for enrollment was shoddily groomed and clothed. I suggested that as soon as he shaved that he'd be referred to a work experience. John came in the following Monday -- shaved -- and ready to go to work. Two weeks later when I visited Mr. T. on the job, I found that John hadn't come in the last few days and hadn't called. I got in touch with John and he said that he had an infected boil on his leg. I reminded him of his responsibility to keep in touch with his employer and school. After contacting Mr. T. about John returning to work, we both felt that this young man needed a lot of help, and Mr. T. offered to take a special interest in John.

When John came in for his regular conference, he wore cleaner clothes and his grooming had improved greatly. He is doing better and, hopefully, on his way to entering the world of work.

The Case of Mary--Mary is one of the typical youngsters aided by Job Upgrading. She is a 16-year old unwed mother and had her baby last April. Both Mary and her mother are on ADC. She was assigned to a work experience at Park Community Hospital, but missed some days of work without calling in and was dropped by the hospital.

Mary came in to see me and explained her home situation -- had a misunderstanding with her mother and left home for a few days. She asked if I could get her placed on another work experience and after talking to her, I decided to give her another chance. She explained that she would rather work to support her baby than continue to accept ADC. Mary seems to be a likable youngster and very well worth helping. She is assigned afternoons at an office, and is doing very well although she would prefer to work days.

Mary came in for her most recent conference, and told me that she was to get married that evening. I asked her to keep in touch, in case Job Upgrading could be of further help to her.

Analysis of Case Study Reports on Individual Trainees

One of the reasons why the coordinators were asked to select a successful case study rather than an unsuccessful one was so that a content analysis could be done to abstract the critical incidents of coordinator behavior which were present in each successful case. A total of fourteen separate actions by the coordinators was found by the evaluator and judged to be significant in the successful outcomes of the cases. These actions or behaviors are reported below in the order of their frequency of appearance in the case studies.

Job Upgrading Coordinator Behavior Judged to Be Significant	Frequency of Appearance in the 14 Case Studies
1. Consultation with work experience supervisor	12
2. Referral of trainee to appropriate agency	11
3. Development of individual plan with each trainee	10
4. Individual counseling with each trainee	6
5. Observation of change in trainee's habits or attitudes	6
6. Arrangement of work experiences which culminate in offers of continued employment	4
7. Assignment of appropriate lesson sheets for trainees	3
8. Assignment of trainee to regular school classes	2
9. Consultation with trainee's parents	2
10. Attention to trainee's attendance	1
11. Help with trainee's family problem	1
12. Noticing trainee's poor personal habits	1
13. Patience and understanding when dealing with trainee's regressions	1
14. Consultation with trainee's regular school teachers	1

That consultation with the work experience supervisors was mentioned most often in the fourteen sample successful cases would indicate the prime importance of the trainee's paid work experience in the Job Upgrading program. The development of a plan of work with the trainee was mentioned in ten cases, and while it was not specifically mentioned in the other four cases, it probably was present in them also, thus pointing out the importance of the dyadic relationship which develops between the trainee and his coordinator. In individual counseling sessions the coordinator assesses the trainee's background and potential. Then they explore possible courses of action in which the trainee can attain his goals. As the relationship continues, the coordinator is able to note changes in the trainee's attitudes and habits. When the coordinator hears that a trainee has been hired by his work supervisor, it is the climax of a perfect case because it indicates

that the cooperation between the coordinator and the work experience supervisor enabled the trainee to grow enough on the job to show the work experience supervisor (who is always a possible employer of trainees) that he has the potential to make a good full time employee.

The other behaviors are also characteristic of procedures followed by the coordinators in achieving successful outcomes with a variety of individuals. They exemplify the flexibility of the program in tailoring a program to the individual trainee, and the subsequent communication and cooperation between the Job Upgrading coordinator and the work experience supervisor, the trainee's parents, social agency workers, and prospective employers.

Trainee Interviews

Structured interviews were held by the evaluator with a sample of twenty-seven trainees at six centers during the summer of 1968. With respect to age, last grade completed in school, and number of months in the program, the sample group of interviewees was distributed as shown below.

Age in Years	Number of Trainees
16	12
17	12
18	3
Total	27

Months in Program	Number of Trainees
1	8
2	1
3	1
4	1
5	2
6	8
7	2
8	2
9	0
10	2
Total	27

Last Grade Completed	Number of Trainees
6	1
7	1
8	2
9	8
10	10
11	5
Total	27

The following summary of trainee responses to the interview questions will delineate a demographic view of a representative group of Job Upgrading trainees, including their views of the Job Upgrading Program, and their evaluation of it in comparison to regular school.

Question 1. "Did you work before enrolling in Job Upgrading?"

Responses: Five trainees had previous full time jobs; one in a bakery, one in a gas station, and three in grocery stores. They earned from $20 to $60 per week. Three gave "fired" as their reason for leaving; one said he couldn't get along with the other workers; and one said he moved too far away from the business. Seven said they had worked part time; four in school programs, two on summer TAP jobs, and one worked as a volunteer. Two girls had worked only at baby sitting jobs. Fourteen, about half of those interviewed, said they had never worked before.

Question 2. "Why did you enroll in Job Upgrading?"

Responses: Eight trainees came because their counselors recommended it. Four came to learn how to get a job. Three came to get back in regular school. Two came to get a job, and combine school with work. Two others came because their teachers recommended it. One came because he was expelled from regular school. One came because she wanted to take more vocational classes. One came because his principal recommended it. One came because he felt he was too old for regular school. One came because her mother sent her. One came because he could not find a job on his own. One came because her social worker sent her. One came because he dropped out of regular school.

Question 3. "Were you shown, told, or given information regarding your personal appearance?"

Responses:

Items Mentioned	Number of Trainees Mentioning Item
Hair	10
Clean clothes	9
Fingernails	4
Makeup	4
Posture	3
Shoes	3
Skin	2
Deodorant	1
Daily bathing	1
Pressed clothes	1
Grooming	1
Wear a tie	1
No gum	1
Brush teeth	1
Avoid flashy clothes	1

Question 4. "What work habits were explained or discussed with you?"

Responses: Items Mentioned	Number of Trainees Mentioning Item
Punctuality	13
Getting along	8
Attendance	4
Following orders	4
Industriousness	3
Respect rules	3
Clean uniform	1
Neatness	1
Desire to learn	1
Interest in the job	1

Question 5. "What are some of the techniques you learned about using a telephone?"

Responses: Items Mentioned	Number of Trainees Mentioning Item
How to answer	7
Speak clearly	4
Taking messages	3
Who to ask for	3
State your name	2
How to use a telephone with buttons that light up	1
Be polite	1

Question 6. "What did you learn that would help you when being interviewed by an employer?"

Responses: Items Mentioned	Number of Trainees Mentioning Item
Speak loudly and clearly	5
Wait to be asked before sitting down	3
Sit up	3
Shake hands when leaving	3
Posture	2
Listen	2
Be on time	2
Tell your name and who sent you	2
No gum	1
Call the person by name	1

Items Mentioned	Number of Trainees Mentioning Item
Dress right	1
Shine shoes	1
Introduce yourself properly	1
Don't ask too many questions	1
Tell about your diploma if you have one	1
Bring your birth certificate	1
Be polite	1
How to find the room	1
How to enter the room	1
Don't interrupt	1
Don't cross your knees	1
Don't touch the desk	1
Be clean	1
Have neat hair	1
Don't play with your jewelry	1
No odor	1
Say, "Yes, Sir"	1

Question 7. "How much is the Job Upgrading Program helping you?"

Responses:

Items Mentioned	Number of Trainees Mentioning Item
A lot	10
Got job (paid work experience)	7
Helping me return to school	3
Gives me confidence	2
Helps me pass classes	2
Got me in Urban Adult School	2
Got money for my needs	2
Not too much	1
Not any	1
Helping me to graduate	1
Learning how to get along with others	1
Gave me something to look forward to	1
Helped my social growth	1
Made me serious about school	1
Got me in a school club	1

Items Mentioned	Number of Trainees Mentioning Items
I'm learning vocational skills	1
Some place to go	1
Learned about filing	1
Learned about credit	1
Learned how to answer the telephone	1
Helps me stay out of trouble	1
Learned how to get a job	1
Learned how to fill out an application for a job	1

Question 8. "How could the program be improved to help you?"

Responses:

Items Mentioned	Number of Trainees Mentioning Items
Allow trainees to take more than three credit classes	6
More cash register training	1
More outside speakers to tell about different jobs	1
More money (higher pay rate for job experience)	1
More places to work, like cleaners (request for private work experience stations rather than civic or agency locations)	1
Get paid weekly instead of biweekly	1
Allow trainees to return to regular school after the first report card instead of first semester	1
Have work stations closer to school	1
Have more private places to talk with teacher-coordinator	1
Learn a job skill at the work station	1

Question 9. "How would you compare Job Upgrading to regular school?"

Responses:

Item Mentioned	Number of Trainees Mentioning Item
I do better in job upgrading when I only take three classes and get better marks too	4
I like regular school better because you have more classes	3
Job Upgrading is freer	3
You have time to discuss things with your teacher in Job Upgrading (one trainee added, "Especially when something goes wrong.")	2
In Job Upgrading you can go to school and work too	2
Job Upgrading helps you earn money to get clothes and things like school supplies and lunches	2
Job Upgrading is better because it is not a whole day of school	2
Job Upgrading is more like college	1
The Job Upgrading teacher is straightforward like another boy, not like a "teacher".	1
In Job Upgrading you learn about subjects not possible in regular school	1
I'm a slow learner and Job Upgrading is better for me	1
Job Upgrading is good for getting kids who were kicked out of regular school back in	1
Job Upgrading is better	1
They're both the same, except in Job Upgrading you get paid	1
Job Upgrading is a chance to make something of yourself	1
Job Upgrading is a lot nicer	1

Item Mentioned	Number of Trainees Mentioning Item
In regular school they teach you (theory) - here in Job Upgrading you get a job (practice)	1

Judging from the trainee responses to these questions, it appears that the subjects of grooming, job interviews, use of telephone, and acceptable work habits are receiving adequate coverage in the program. In regard to the question, "How much is the Job Upgrading Program helping you?", 37 percent of the trainees answered that Job Upgrading was helping them "a lot." Only three trainees or 11 percent of the group gave negative answers to this question. The group of 27 trainees mentioned 20 different ways in which Job Upgrading had helped them, which indicates the program's ability to help a wide range of dropouts with their individual problems. In answering the question about how the program could be improved, no trainee thought the program would be improved by removing some part of it. In fact, there were 12 replies in which the trainee asked for "more" of some specific phase of the program.

The last question gave the trainees a chance to compare Job Upgrading favorably or unfavorably with regular school. Every one of the replies was in favor of Job Upgrading. The trainees compared Job Upgrading with regular school in a total of 17 different areas and Job Upgrading was rated better than regular school in each comparison. This would indicate that the trainees are responding in a positive manner to the relaxed, informal, workshop type atmosphere that the coordinators try to maintain in their centers.

Achievement of Trainees in Regular School Classes

Most trainees are encouraged to enroll in one or more regular school classes while they are also enrolled in the Job Upgrading Program. This additional classwork can accomplish many purposes. For some trainees it can fill in gaps in their academic preparation. For others, it can rebuild their confidence that they are still capable of learning, passing courses, and earning credits. For most trainees it reinforces the idea that they are really and truly part of the student body of the school. For about 20 percent of the trainees, in past years, it has been their way of proving that they are ready to return to regular school.

The number of students enrolled in the program from September, 1967, through August, 1968, was 1,644. Credits in a regular school class were earned by 448 trainees for a mean of 1.82 courses per trainee, which is up from a mean of 1.63 last year. Table 2 is a summary of the passing school marks that were earned by trainees in regular school. The "E" marks received by trainees were not included in the table because no credit was earned by a failing mark. Table 3 gives the numbers of trainees earning credits during the school years 1967-68, 1966-67, and 1965-66 in regular classes.

Table 2

Passing Marks Earned by Job Upgrading Trainees
in Regular School, 1967-68

Sex of Trainees	Number of Marks Earned				Total
	A	B	C	D	
Male	23	70	195	220	508
Female	13	45	130	119	307
Total	36	115	325	339	815

Table 3

Numbers of Active Job Upgrading Trainees
Earning Credits in Regular School

Sex of Trainees	School Year		
	1967-68	1966-67	1965-66
Male	289	283	163
Female	159	212	104
Total	448	495	267

The Work Experience Assignments

The trainee's readiness for employment is built up systematically during the first six weeks of the program. As soon as the teacher-coordinator is satisfied that a trainee is ready for a paid work experience, he is assigned to a work experience supervisor at a non-profit private or governmental agency. The work experience supervisor is not an employee of the Job Upgrading Program. He is an employee of a governmental or non-profit social agency which has entered into a cooperative agreement with the Job Upgrading Program to supply job positions and supervision for trainees who will be paid for their work by the Job Upgrading Program. The work experience is not designed to teach the trainee a specialized job skill. However, it is intended to insure that the trainee has the opportunity to go through each step involved in obtaining and maintaining employment. These steps

usually include: finding the agency, filling out an application, being interviewed, hired, and given the same orientation that is given to regular employees. Then it is up to the trainee to get there on time each day and perform the job assigned to him. This includes getting along with the regular employees, the public, and his bosses on the job.

This year a total of 818 trainees were able to participate in the work experience phase of the program. The work experience of 58 of these trainees was paid for by the Division of Vocational Rehabilitation as a result of the Job Upgrading Program's cooperation with the Michigan Department of Education. Another benefit of this cooperation was the enrollment of nine trainees at trade, technical, or business schools at state expense.

Work Experience Supervisor Interviews

A work experience supervisor interviewed at the Brent Hospital commented as follows on the benefits of the program: "When the Job Upgrading trainees walk in, all is strange to them. We teach them to punch the clock, follow the same rules as the rest of the staff, and wear the same uniform. They have the opportunity to make the most of their stay. First, the trainee's supervisor will take an interest in the kid, then you will often see the student unlock the door to himself, and begin to spend himself on the job. One boy showed us that he was a quick learner, and we hired him full time. He was taught to run the multilith and an engraving machine. He saved his money and when he had $400, he took a vacation trip to Mexico to see relatives. One trainee had a very bad acne problem. One of the doctors here noticed it and advised him to follow a low fat diet. His facial complexion improved, and so did his job performance. The trainees get the impression that they are doing something important at the hospital, and for some it is their first taste of success in life. For example, one boy was a previous truant in school, but when he started his work experience, he did not miss a day until he was really ill. His mother called in and the nurse who saw him when he returned the next day said that it was evident that he had been ill. One girl really came out of her shell on the job. Her manner of walking was criticized and she changed it. She became pleasant with other employees and patients, whereas, her previous in-school personality had been sullen and uncommunicative. The trainees all seem to get some kind of ego or status uplift from wearing a uniform. They are taught a regular job such as developing x-ray pictures, feeding patients, or filing records. They get to meet new people, observe the regular staff at work, and are often asked to help the regular nurses as needed, for example, to get a heavy patient back in bed."

A work experience supervisor at the Howard Home for the Aged said in an interview that the trainees work in the kitchen and dining areas preparing salads, washing dishes, preparing the tables, serving food, and cleaning up. Other jobs are waxing furniture, dusting, and laundry distribution. This is the fourth year that his agency has been in the trainee program. He reports that he was apprehensive about the residents' rooms, but nothing has ever been reported missing from the rooms. He also said that the trainees learn to obey orders, do their work carefully, and stay with each assignment until they finish it.

Another work experience supervisor at the City-County Building said he had one trainee who had drafting experience in school so he assigned him to plotting maps to show where each case of a disease occurred. He taught another trainee how to operate a statistical machine. A third trainee was recording information in a record book, and a fourth trainee was typing. He reported that they all had learned to come on time, call in if they were going to be absent, and dress appropriately for their jobs. He added that he would like to keep one girl as a regular, but he did not have enough money in his budget to hire another employee at that time.

At the American Red Cross, the work experience supervisor said he always orients the new trainees himself and tells them that if any problem comes up with anything or anyone on the job to come and see him. He appeared to be an ideal supervisor, sympathetic to the trainees and eager to help them. At the time of the interview, he had one trainee storing blood in cold storage, and was proud to report that he had just received a letter from one of his former trainees who was now in the navy.

The work experience supervisor at Burton Hospital said that she has all the trainees report to her at the end of each day's work for a review. She helps them with any problems they have, answers their questions, and gives out praise for those who have earned it.

At Henry Ford Hospital, the work experience supervisor said he looks for good workers among his trainees and hires them full time for the hospital at the end of their work experience. Then, he helps them up the employment ladder into other departments and better jobs in the hospital. One of his trainees was living in a Half Way House after being released from the Boys Training School. After his work experience, he was hired full time. The boy began to save one-third of his pay. Soon, he bought himself a car. Then, he returned to live at home and help support his family. The director of the Half Way Home came to see him on the job and declared that when he saw the boy in his white uniform wearing his nameplate, the boy was walking down the hallway as proudly as if he was a doctor.

Parent Interviews

Several parents of Job Upgrading trainees were interviewed in their homes during August, 1968. They all expressed the opinion that Job Upgrading had helped their children and they wanted them to continue in the program because they believed that it would continue to help them. The names used in the following parent interview reports are fictitious.

The Interview with Laura's Mother--Laura's mother was trying to raise her five children on Aid to Dependent Children without the help of their father who had deserted the family some years ago. Her oldest child, Laura, dropped out of school and later enrolled in the Job Upgrading Program. She reported that her daughter is now a more independent person since her work experience. At home, Laura speaks up more now than she did before. She also seems to be more serious and mature now. Her brother, Robert, also dropped out of school. He enrolled in Job Upgrading because of what it had done for his sister. He expressed his interest in the F.B.I. to his coordinator who then scheduled an F.B.I. agent to come to his class. At the time of the interview, Robert was on a work experience at Brent Hospital. Robert reported to his mother that Dr. Brent had praised his work and told him that he may hire him full time in the fall.

Robert's mother says he is better at home since enrolling in Job Upgrading. "He isn't mouthing off to everyone anymore," she stated. Then she opened a closet door and showed the new clothes hanging there. Both children, she explained, are buying clothing for school with their pay because in the winter there is only $18 a month in their ADC budget for heat and their large home costs so much to heat that the extra money has to come out of the clothing allowance.

Interview with Rita's Mother--Rita's mother said that while Rita was a dropout, she just stayed home, but since enrolling in the Job Upgrading Program, the apron strings have been untied, and now, Rita is out of the house and involved in community life. Rita was referred to the Urban Adult Education Institute by her coordinator. She tells her mother that she is able to learn there because she is the youngest one in the class and the older adults resent any foolish distractions during class that interfere with their learning. Previously, Rita had refused to attend classes with children her own age (16) so, now, her mother is thankful that through Job Upgrading she has found a way to continue her education.

Interview with Donald's Mother--All five of Donald's older brothers and sisters have graduated from high school, and two of them are now in college. Donald's mother wants him to continue Job Upgrading because she knows it is his only chance to return to school and graduate like his older brothers and sisters. However, this is not likely to happen for Donald's classroom behavior is still too disruptive for his coordinator to assign him back to regular school, and in addition, his first work experience was terminated because of poor attendance. Nevertheless, his coordinator, after discussing Donald's lack of progress with his mother, agreed to continue working with him a little longer in the hope that he may mature enough in that time to rate another chance.

Interview with Ann's Mother and Father--Ann's mother and father were both pleased by her progress in the Job Upgrading Program. Ann told her mother that she was praised by her work supervisor at the children's nursery which made her feel both proud and happy. Ann now plans to return to school in the fall full time in grade 12B. Her parents believe that her experience in Job Upgrading is the thing that motivated her to return to school, and they think that she may stay and finish high school this time.

Job Placement Service

This additional service of the program was initiated with Title I funding. A teacher-coordinator was assigned to the new position of full time Job Coordinator in September, 1966. Initially, he was responsible for obtaining new and more meaningful work experience stations for the trainees. After this was completed, he set up a job placement service for trainees who had completed the program and were ready for full time employment. He has made contacts with large and small employers in all parts of the city. The nature and extent of the Job Coordinator's services during the 1966-67 and 1967-68 years of the program can be summarized as follows:

Services	1967-68	1966-67
Number of trainees registered	343	194
Number of trainees interviewed	639	220
Number of trainees referred to employers	392	177
Number of trainees placed into full time employment	261	87
Job development visits	431	340
Job orders received	223	107

Every boy or girl who comes to the Job Coordinator is counted as a registration. They also receive an interview at that time. Some trainees return for a second interview, thus, making that figure larger than the number of trainees registered. Some trainees were referred to more than one employer before being hired. Knowledge or information of a job opening received by the Job Coordinator is considered a Job Order. He consults his list of trainees and notifies those who would qualify for the job and would have means of transportation to the job location. Some employers want more than one person when they call in a Job Order. For example, a supermarket may call for six stockboys. That would be counted as a single Job Order even though six trainees may receive jobs because of it.

The Job Placement service is gaining momentum. The number of trainees placed in full time employment is up 200 percent in the second year of operation compared to the first. This reflects the state of the local economy, the labor situation in Detroit, and also the repeat Job Orders coming in from employers contacted during the first year of operation.

In order to evaluate the effects of his efforts, the Job Coordinator sent letters to trainees who obtained full time employment through his service. The trainees were asked to indicate where they were working, how long they had been working there, what they were earning, and if they were no longer working, and if so, did they again need help in finding a job? The trainees either returned the form or were contacted by telephone. Two hundred sixty-one letters were sent in 1967-68, and 220 replies were received representing an 84 percent return. The replies can be summarized as follows:

Employment Status of Trainees Who Found Employment Through the Program	Number of Trainees	Percent
Still employed at same job	87	40
Moved to better job	61	28
Returned to school or Job Corps	21	9
No longer employed	51	23
Total	220	100

The data show that 77 percent of the trainees contacted either are still working or have returned to a school or training program. Many of the trainees (28 percent), after some experience, were able to move to a job with better working conditions or higher pay. Many trainees added comments indicating their gratitude for the help that the Job Upgrading Program had given them. One boy wrote an especially revealing comment in his letter: "If it wasn't for this job, I'd probably be in jail now."

Process Evaluation

The chief aim of the process evaluation is the identification of changes that should be introduced to increase the effectiveness of the operation of the project in attaining its objectives.

Staff Evaluation Survey Findings

After the end of the regular school year, ten of the professional staff members responded to an evaluation survey. They were asked to comment on, or to recommend changes in the program that might add to its effectiveness. While there is some merit in all the recommendations that were made, the project staff must discuss them and decide: 1) which are practical at this time; and 2) which should have priority.

Eleven recommendations were in the area of expanding the scope or service of the program. At one time, the program had the assistance of several psychologists. One coordinator recommended that this service be available to the program again. It was also recommended that social caseworkers be available to the coordinators who encounter families that are so disorganized that success with the trainee is dependent on some type of concomitant progress in the diminution of his family's problems. It was also noted that since retardation in reading and or mathematics are two of several criteria for admittance to the Job Upgrading Program, the majority of trainees will be in need of remediation in reading and or mathematics. Therefore, the service of remedial reading and mathematics teachers should be available to the coordinators. Secretarial service for the coordinator, to be obtained from another program such as the In-School Neighborhood Youth Corps Program was also suggested.

Three suggestions for expanding the program were made. One called for a twelve-month program, the second called for a Job Upgrading room in every high school, and the third called for a Job Upgrading room in every junior high school.

Several suggestions asked for connections with other agencies. One asked for some way to make referrals to an agency to obtain needed clothing for trainees. One asked for an agreement with the Urban Adult Education Institute so appropriate referrals could be made. Another asked for an experiment at one center which would involve the use of the "Reading in High Gear" program from the Northern Systems Training Company.

In regard to work experiences, there were five suggestions. It was suggested that the work experience be lengthened to eight weeks rather than the present six. It was asked that an attempt be made to obtain more money to be used in subsidizing private employment job stations. It was also suggested that all present work experiences be graded into several classes from the least demanding of a trainee to the very closest to real life work experience. Another suggested that a minimum classroom requirement be met before a trainee qualifies for work experience. It was suggested that a weekly check by phone and a bi-weekly personal on-the-job visit be considered the normal amount of supervision required for each trainee in the work experience phase of the program.

The trainee intake process was the subject of three suggestions. It was suggested that more publicity for the program is needed to insure an abundant and continuous

flow of referrals. Another suggestion was that the whole process of intake procedures is in need of revision. It was suggested that a new referral form be developed which would indicate the type of case each trainee would present to his new teacher-coordinator.

Several coordinators recommended various areas to be covered in some type of in-service training. The areas mentioned were: 1) uniform record keeping; 2) observation of lessons at other Job Upgrading centers; 3) doing field work as a team; 4) assigning helping teachers for new coordinators; 5) role playing in group work; and 6) social workers, psychiatrists, and black militants as guest speakers.

Other suggestions made were: arrange regular briefings between coordinators and their regular school administrators about any changes in the Job Upgrading Program; because of pilferage losses, restrict grooming supplies to nail polish remover, facial tissue, shoe polish, and brushes; establish a system of incentive awards for the trainees; reclassify all coordinators as counselors, not only in recognition of the large amount of counseling that they do, but also as an inducement to keep the excellent staff from accepting promotions that would take them out of the program; continue the smaller east side and west side staff meetings rather than the large full staff meetings; and the last suggestion, complete the revision of the lesson sheets.

These suggestions were made by the coordinators in the summer of 1968. Since then, one suggestion has been implemented and others are in the process of adoption. A working agreement was initiated in the fall of 1968 between the Urban Adult Education Institute and the Job Upgrading program. The revision of the lesson sheets by a committee of coordinators is in its final stages. The longer work experience has been agreed to in principle, but its length has always been subject to the amount of funding available for work experiences.

Teacher-Coordinator Interview Findings

In addition to filling out survey forms, each teacher-coordinator was interviewed by the evaluator. Several areas were mentioned in the interviews which were not covered in the written reports.

One area of concern was the location of the Job Upgrading room. While in some schools the center is ideally located near an exit door in the main building; in others due to other priorities, it has been placed in a separate building close to the main high school building.

From impressions gained by monitoring the program and interviews with trainees and teacher-coordinators, it appears to the evaluator that when the Job Upgrading room is not located in the main high school building that the trainees: 1) have less enthusiasm for the program; 2) feel less a part of the regular school program ; and 3) have difficulty moving between the buildings. Therefore, it would follow that the teacher-coordinators in such locations would have to work harder to: 1) initially sell the Job Upgrading Program to prospective trainees; 2) keep the trainees in the program after they start; and 3) keep up their own morale and identification with the school while operating in a different building. Because the trainees are former dropouts who typically have weak self-images and no strong links to the school, any

change in the program that could boost their morale should be undertaken. Therefore, these centers not now located in the main high school building should be moved into the main building as soon as space is available.

Some coordinators were concerned with the frequency of interruptions caused by the telephone. They thought that a student secretary to answer the phone and complete routine forms might help in this area.

Based on interviews with the coordinators, their written recommendations, and the evaluator's monitoring of the program, the following areas seemed to be operating at a satisfactory level:

1. General administration
2. Administrative practices
3. Work load
    a. Class size
    b. Fairness of work load
    c. Opportunity to deal with individual differences of trainees
    d. Frequency of staff meetings
4. Colleague relationships
5. Voice in the program
6. Career fulfullment

Summary, Recommendations, and Conclusion

Descriptive Summary of the Job Upgrading Program

The program takes dropouts from the regular school program. As a first step, the Job Upgrading coordinator helps the trainee make a realistic appraisal of himself through individual counseling. Then, the coordinator assists him to plan toward one of three goals: 1) eventual return to regular school; 2) enrollment in a training program; or 3) full time employment.

The typical trainee comes from one or more of the following categories of dropouts:

1. The student who has been socially promoted with some grade failures, ending up in grade eight, nine, or ten at the age of 16 or 17; somewhat older, bigger, and more mature than the others in the same class, feels out of place, and solves his problem by dropping out
2. Special Education or handicapped students who have attained their maximum academic potential in their former programs, and are now job bound
3. Unmarried mothers whose education was interrupted and do not wish to return to regular school
4. Students released from homes for the neglected or delinquent

5) Children who have been put out of regular school for disciplinary reasons

6) Students who have dropped out for no one clear reason, but examination usually shows that they come from a large family, have lost one or both parents, have lacked proper health care, have lacked sufficient family income and other things, all of which have gradually lowered their interest in school to the point where they just gave up and stopped coming back. The Job Upgrading Program is the thing that attracts this type of student back to school. It has the relaxed atmosphere, the informal workshop type of learning that is flexible enough to allow for his shortcomings, but interested enough in him to recognize his weaknesses, and insist that he improve himself in those areas.

The flexible Job Upgrading curriculum enables an interested adult, the Job Upgrading coordinator, to build a warm, close, personal relationship with the student. This is facilitated by several unique advantages that the coordinator has over a regular teacher. First, his students do not all report, stay, and leave on the same time schedule. Thus, a pupil-teacher ratio of thirty to one in Job Upgrading means that the thirty trainees come and go on thirty different schedules. This gives the coordinator many opportunities for individual counseling, small group work, and large group activities. It also frees the coordinator in the afternoon to go anywhere in the school or community as he follows through with his students' problems in their regular school classes, work experience, and in their homes. In this way, the coordinator gets to know a great deal more about his students than any regular teacher ever could. Conversely, the trainee finds that he now has a teacher who has time to listen to his problems, time to visit his subject matter teachers, time to visit him on the job, and time to become acquainted with his home and family. The trainee also finds that he has his afternoons free so that he can look for a job, complete class assignments, and report to work when he begins his work experience. A secondary benefit of the work experience is the pay. Most trainees interviewed reported that they spent their pay on clothes, which is a good sign because it shows that they want to be able to continue attending Job Upgrading and present a good appearance. If a student has not succeeded by the end of the semester, the only way the regular teacher can keep the student for another try is to give him a failing mark, and require him to repeat the entire course. In Job Upgrading, each individual trainee's length of stay in the program varies according to his unique requirements. Thus, one trainee's need for a job may be met after a relatively short time with the program; while another trainee's goal of high school graduation may require an alliance with the program for a number of years.

An additional follow-up service is provided for every trainee who enters employment, returns to regular school, or enrolls in a training program. Every month for a six-month period, the coordinator will check, by phone or in person, to see how the trainee is adjusting in his new position.

Major Evaluation Findings

1. A total of 334 trainees obtained full time employment through the program.

2. A total of 319 trainees returned to a full time school program.

3. A total of 818 trainees completed on-the-job training in a paid work experience.

4. A total of 448 trainees earned credit in 815 regular school classes.

5. The program's claim that it has the flexibility to respond to widely different needs of individual dropouts was supported when 89 percent of the trainees interviewed stated they believed that the Job Upgrading program helped them in a positive way. Analysis of the negative replies of the other 11 percent of the trainees revealed that the program had actually helped these trainees too, but they replied negatively because they had expected more help from the program than it was structured to provide.

6. Results of the parent interviews showed strong support for the program. Each parent: 1) gave an example of how the program had helped his or her child; 2) expressed some understanding of the Job Upgrading program representing a "second chance" for the child; and 3) wanted the child to continue his participation in the program.

7. Information obtained from interviews with work experience supervisors and coordinators supports the statement that the Job Upgrading program does make a dropout more employable. The interviews provided detailed information on how the program had stimulated positive changes in many individual trainee's attitudes, grooming, and work habits which resulted in the trainees being rated "employable" or actually hired as full time employees at the conclusion of their Job Upgrading training.

Recommendations

1. The Work Experience At the present, the job experience stations of the program are all located in non-profit agencies. It is recommended that funding be obtained to initiate some new job experience stations in private business and industry. This will be beneficial for the trainees because it will provide realistic on-the-job training and may help to open up the great potential for future full time jobs for trainees that exists in the private sector of the business community.

2. Supplementary Service Personnel An important function of the coordinator is to refer the trainees for help from appropriate agencies. However, in actual practice, many trainees never receive the additional help they need because of agency waiting lists, case loads, and budgets. Therefore, it is recommended that social case workers, psychologists, remedial reading and remedial mathematics teachers be added to the Job Upgrading staff so that whenever a coordinator determines that a

trainee is in need of additional help in any of these fields, the trainee may begin receiving service in that area while he is still active in the program and trying to upgrade himself. These additional services should enable more trainees to successfully complete the Job Upgrading program.

3. Intake Procedures System The smooth efficient operation of the Job Upgrading program is dependent upon many factors. The most important of which is the frequency of individual dropout requests for acceptance in the program. It is crucial that a constant flow of potential enrollees be channeled to each center. Therefore, as many dropouts as possible must be informed of the program and referred to it in an encouraging manner by people who sincerely believe in the program's ability to help the dropout. To ensure that these referrals are being made and will continue to be made, it is recommended that the Job Upgrading staff review the entire intake procedures system to make sure it is functioning at all echelons, and that as trainees either complete or drop out of the program, new trainees are enrolled to keep all centers operating at maximum efficiency.

4. In-Service Training It is recommended that in-service training workshops be initiated for the coordinators so that they can increase their proficiency in all Job Upgrading procedures. At present, there is a good mixture on the staff of more experienced coordinators with coordinators who have been in the program a relatively short time. These in-service meetings could provide opportunities for exchange of information, points of view, and new innovations among the coordinators, hopefully, resulting in improved staff communication, more uniform agreement about the use of forms, procedures and operations, and greater staff morale and cohesiveness.

Conclusion

There was a sense of accomplishment, pride, and satisfaction evident in the Job Upgrading teacher-coordinators interviewed during this evaluation that one does not usually find in a group of teachers. One senses that it comes not only from the close, warm relationship that the coordinator is able to achieve with his trainees, but also from his freedom to move quickly in any direction to provide the counseling, the lesson sheet, the job experience, the agency referral, job placement, or the school course that the trainee requires, and then, to have the additional time to do the follow-up necessary for success.

The entire program is predicated on the belief that it will increase the employability of school dropouts, that this employability will persist over a period of time, and that both the individuals concerned and society will benefit from this increased employability. It cannot be speculated as to what reduction in public welfare and crime costs can be attributed to their Job Upgrading training. Neither can it be speculated as to what addition to the gross national product over their lifetime can be attributed to the training. From the interviews, reports, and other data the program seems to be making definite contributions to the increasing of employability of youth who seek its services.

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EVALUATION OF THE JOB UPGRADING PROJECT

Funded Under Title I of the Elementary-Secondary Educational Act
1968-1969

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THE JOB UPGRADING PROJECT

SYNOPSIS OF THE 1968 - 69 EVALUATION REPORT

Description of the Project

The Job Upgrading Project is a voluntary program designed to aid in the educational and occupational adjustment of young people 16 through 20 years of age, who have left school, or who are potential dropouts. During the year, 1968-69, the project enrolled 1641 trainees.

The project staff is composed of the director and his secretary, the city-wide job coordinator and his secretary, and 15 teacher-coordinators located in high school centers.

The project inputs during the morning hours include: 1) individual and group counseling and guidance; 2) use of individual lesson sheets; 3) use of audiovisual aids, grooming aids, cash register, typewriter, telephone, room library, and guest speakers; and 4) possible enrollment in one or more regular school classes. After a preparatory period of several weeks, the trainee may be placed in a work experience in the afternoon at some cooperating institution or business.

The young people whom the project seeks to help are the ones who cannot "make it" in school because of lack of motivation or lack of ability or both. The essence of the program is individualized attention to instill habits, attitudes and standards that will make a young person a desirable employee.

The primary objective of the project is that every trainee selects and achieves one of the three major goals of the project:

1. obtain a full time job, or
2. fulfill requirements for a return to full time regular school, or
3. enroll in a job training program

The secondary objectives of the project are:

1. improved attendance
2. improved communication skills
3. improved social skills
4. improved grooming
5. improved attitudes toward work, school, and other people.

The evaluator obtained evidence of the achievement of the primary goals from project records. Additional data on the trainees was obtained through case studies of trainees, trainee interviews, and program monitoring. Data on the attainment of the secondary objectives was obtained by questionnaires from the trainees, the work experience supervisors, the project staff, and the parents of trainees.

Major Evaluation Findings Concerning Project Impact on Trainees

Achievement of the Primary Project Objectives

The Job Upgrading trainees made the following achievements during the 1968-69 year of operation:

1. 417 trainees achieved full time employment
2. 395 trainees enrolled in regular full time school or a training program
3. 776 trainees completed a subsidized work experience
4. 469 trainees earned credit in 648 regular school classes

Achievement of the Secondary Project Objectives

1. In their responses to a questionnaire, 63 percent of the work experience supervisors stated that they had noticed improvements in the behavior, attitudes, and work habits of their trainees. Some also mentioned improvements in appearance and attendance.

2. On a questionnaire, 89 percent of the parents of trainees made positive statements concerning the project, and reported seeing 23 kinds of desirable behavioral and attitudinal changes in their children which they attributed to Job Upgrading.

3. In interviews, the trainees mentioned 49 different ways that the program had helped them, and 57 percent of the trainees stated that Job Upgrading had been of more than a little help to them. On a questionnaire, 94 percent of the trainees made statements supporting the program, and 80 percent said they favored Job Upgrading over regular school.

Evaluation Findings Regarding Project Improvements

1. The project's most promising innovation this year has been the extension of the work experience into the private business sector. The advantage of a work experience in a private business over a non-profit agency is that there is a greater likelihood of continued employment for the trainee there after a successful work

experience than there would be at a non-profit agency which usually has a tight budget and more formal hiring procedures. While it is too early to measure the impact of this change, it is felt that it has provided additional strength to the work experience component of this project.

2. The Job Placement Office of the project provides a placement service for trainees who have completed the Job Upgrading program and are looking for a full time job. The recent move of this project component to the Youth Opportunity Center of the Michigan Employment Security Commission (MESC) at 8600 Woodward Avenue constituted sound administrative planning because the location is more central to the city as a whole, and in addition, the trainees can be immediately referred to a MESC counselor for possible enrollment in a training program.

Recommendations

The following recommendations of the evaluator for the future direction of this project are based upon: (1) his direct observation of the project operations; (2) consideration of all data collected concerning trainee achievement of project objectives; and (3) a consolidation of the best thinking of the project staff as expressed on questionnaires.

1. The Summer Program -- The summer program of 1969 was on a reduced basis with only six of the 15 centers in operation because of a cutback in funding for the project. It is recommended that a search for additional summer operating funds be made. Concentration should be on the possibility of obtaining a portion of funds already appropriated for other projects.

2. Parent and Citizen Participation -- An excellent start has been made in this area with the formation of the Citizens Advisory Council for the Work Adjustment Programs. A similar group composed of parents and interested citizens would be a valuable resource to the Job Upgrading Project. Therefore, it is recommended that this concept be explored so that the advisory role of parents and citizens in the project can be enlarged.

3. Length of Work Experience Assignment -- It is recommended that the project lengthen the work experience from six weeks to as close to 12 weeks as the budget allows. During the years of its growth from 1949 to the present, the Job Upgrading coordinators have found that the ideal length of the work experience is approximately 12 weeks. It takes about six weeks for the trainee to become fully acclimated to his new vocation. It is at this point that his supervisor begins to see his growth in some areas and to see areas where he needs more help. Thus, to terminate the relationship at the end of six weeks prevents further development of the trainee in the areas of work habits, attitudes, and skills. In addition, the cooperating business or agency is deprived of the full benefit it should receive from the training and supervision it has provided for the trainee during the six weeks.

BACKGROUND OF THE PROGRAM

The Job Upgrading Project which began as a one room pilot study in 1949, and was expanded with Title I funds in 1966, now has a total of fifteen centers in various high schools located throughout the city. The project's focus is the school dropout. It used to be that the school dropout was a vital cog in our economy. In the Detroit of 1914, it was normal and fitting for a fourteen year old girl to be a salesgirl. Now in 1970, some employers require a high school diploma and prefer employees who have a year or two of college. Does a typist or file clerk do anything that requires a high school or college education? The answer is "No", but some employers insist on such requirements. The same situation exists in relation to jobs for boys. Back in the 1920's the foreman's job at Detroit auto companies was performed by men who had started as apprentices at age fifteen. The foreman job hasn't changed much since then, but, now the companies want their foremen to have college degrees. So the problem is: What can be done for boys and girls aged 16 to 20 who have dropped out of school before high school graduation?

The Project Objective

The rationale of the Job Upgrading Project requires that the trainee's goals come first, not pre-ordained, superimposed goals from the project. The initial sequence is as follows:

1. The dropout voluntarily applies for acceptance in the project.

2. The teacher/coordinator interviews him.

3. If the prospective trainee's goal is in the broad areas of employment, further training, or a return to regular school, he is informed what assistance the project can offer him to attain his goal. The prospective trainee can see how his personal goal matches up with the capabilities of the Job Upgrading Project. The dropout then makes a decision whether the project is what he wants or not

4. If he asks to be enrolled and is accepted, he and the coordinator decide together which components of the Job Upgrading curriculum will best help him achieve his goal, which at this point then becomes the project objective for this particular trainee.

The general objectives possible for trainees to achieve with project help are:

1. employment

2. enrollment in a training program or

3. a return to regular school.

To facilitate attainment of one of the three objectives listed above, the project also endeavors to help the trainee attain appropriate instrumental objectives which are conducive to his attainment of his ultimate goal. These are the objectives of:

1. regular attendance,

2. good grooming and personal appearance,

3. adequate communication and social skills, and

4. improved attitudes toward work and quality of work.

The Organization and Operation of the Project

The office of the project director and his secretary is located at the Stevenson Building. The job coordinator and his secretary are located in the Youth Opportunity Center of the Michigan Employment Security Commission. The fifteen teacher-coordinators are at centers in fifteen high schools.

Most of the trainees come from one or more of the following categories of dropouts:

1. The student who has been socially promoted with some grade failures, ending up in grade eight, nine, or ten at the age of 16 or 17; who is somewhat older, bigger, and more mature than the others in the same class, feels out of place, and solves his problem by dropping out.

2. Special Education or handicapped students who have attained their maximum academic potential in their former programs, and are now job bound.

3. Unmarried mothers whose education was interrupted and do not wish to return to regular school.

4. Students released from homes for the neglected or delinquent.

5. Children who have been put out of regular school for disciplinary reasons.

6. Students who have dropped out for no one clear reason, but examination usually shows that they come from a large family, have lost one or both parents, have lacked proper health care, have lacked sufficient family income and other things, all of which have gradually lowered their interest in school to the point where they just gave up and stopped coming back.

After his enrollment, the trainee begins to participate in the main elements of the Job Upgrading curriculum: (1) individual counseling, (2) group discussions, and (3) written lesson sheets on various subjects. Most trainees are also encouraged to enroll in a few regular school classes. After six weeks in the program, the trainee may have progressed to a point where the coordinator can assign him to a paid work experience in the afternoons. This means that the trainee is assigned to a supervisor at a non-profit governmental or social agency or profit making business where he will learn one of its regular jobs and be given supervision and help in learning good work habits. After a successful work experience the trainee is ready for placement on a full time job. If the trainee's goal is a return to regular school, the coordinator helps him to meet the requirements set by the principal.

The flexible Job Upgrading curriculum enables an interested adult, the Job Upgrading coordinator, to build a warm, close, personal relationship with the student. This is facilitated by several unique advantages that the coordinator has over a regular teacher. First, his students do not all report, stay, and leave on the same time schedule. Thus, a pupil-teacher ratio of thirty to one in Job Upgrading means that the thirty trainees come and go on thirty different schedules. This gives the coordinator many opportunities for individual counseling, small group work, and large group activities. It also frees the coordinator in the afternoon to go anywhere in the school or community as he follows through with his students' problems in their regular school classes, work experiences, and in their homes. In this way, the coordinator gets to know a great deal more about his students than any regular teacher ever could. Conversely, the trainee finds that he now has a teacher who has time to listen to his problems, time to visit his subject matter teachers, time to visit him on the job, and time to become acquainted with his home and family. The trainee also finds that he has his afternoons free so that he can look for a job, complete class assignments, and report to work when he begins his work experience. A secondary benefit of the work experience is the pay. Most trainees interviewed reported that they spent their pay on clothes, which is a good sign because it shows that they want to be able to continue attending Job Upgrading and present a good appearance.

If a student has not succeeded by the end of the semester, the only way the regular teacher can keep the student for another try is to give him a failing mark, and require him to repeat the entire course. In Job Upgrading, each individual trainee's length of stay in the program varies according to his unique requirements. Thus, one trainee's need for a job may be met after a relatively short time with the program; while another trainee's goal of high school graduation may require an alliance with the program for more than one semester.

Follow-up service is provided for every trainee who enters employment, returns to regular school, or enrolls in a training program. Every month for a six-month period, the coordinator will check, by phone or in person, to see how the trainee is adjusting in his new position. At the end of the six months the trainee will be officially declared to be upgraded if he is still maintaining his status.

The Evaluation Plan

Trainee job performance was measured by analysis of project records; case studies of individual trainees; trainee interviews; analysis of trainee completed self-concept scales; and questionnaires completed by trainees, project staff, work experience supervisors, and parents.

EVALUATION FINDINGS

Number of Trainees Upgraded

The best index of project success is the number of trainees who achieve their goals through the project. In the Job Upgrading Project the standards for judging success are high. A trainee who completes the program is not judged to be upgraded until he has been able to maintain his status as employed, in training, or in school for a six-month period.

Table 1

Numbers of Trainees Attaining Major Project Objectives

	Number of Trainees Upgraded	
	1967-68	1968-69
Employed	334	417
In School or Other Training	312	395
Total	646	812

Table 1 shows a 20 percent increase in the total number of trainees upgraded in 1968-69 over the previous year's total. This is a great accomplishment, especially, since it was attained with only 15 centers in operation in 1968-69 compared with 16 in operation during 1967-68. However, due to the fact that a trainee is not officially upgraded until he has maintained employment or school enrollment for six months, there is sometimes extensive overlapping from one year to another. For example, some of the 812 trainees upgraded this year actually completed the program in 1967-68, but did not reach upgraded status until 1968-69. Similarly, some of the trainees who completed the program in 1968-69, will not be officially upgraded until they have fulfilled the six month provision which will be sometime in 1969-70.

Case Study Reports on Individual Trainees

The anecdotal case description makes it possible to show the range and type of human problems the trainees initially presented to their teacher-coordinators and the subsequent changes in the trainee's attitudes, interests, and behavior while in the project. The coordinators were asked to think of a trainee who benefited from the project and describe the process as they saw it. The following cases are the ones they submitted.

The Case of R

R. was suspended from the Munger Junior High School for fighting and having difficulty with his teachers when he was only fifteen. Mr. Fred Cooney, of the Attendance Department, in search of a school situation in which to place R. referred him to the Job Upgrading Program at Southwestern High School. R. reported to the Job Upgrading Center with his mother for an interview. She was most anxious for R. to return to school. It was agreed that if the school's principal would approve, R. could enroll in the Program even though he was not yet sixteen. The case was discussed with the school principal who contacted Mr. Cooney. They agreed that R. could attend Job Upgrading on a trial basis. If his behavior and attendance were not satisfactory, he would be dropped. These conditions were explained to R. when he was enrolled. Since R. wanted to continue his education, he was scheduled for classes with the regular school students. Through counseling and frequent contact with the teacher-coordinator, R.'s attendance and attitude gradually improved. Whenever childish behavior was observed, the teacher-coordinator discussed it with R. and emphasized that he was attending a senior high school and more mature behavior was expected of him. He completed the semester's work and passed two of the three classes in which he was enrolled. His work was passing in all of the classes except in Drafting where he was unable to complete the required number of drawings for a passing grade. Before the semester was over, he was assigned to a work experience as a maintenance helper at the Northwest General Hospital. Mrs. Bascum, his supervisor, was impressed by his eagerness and punctuality. He was always prompt and did all work that was assigned to him. R. continued on this work experience until the end of summer. Even though R. could have worked longer hours during the summer, he enrolled in summer school at Western High School to make up some of the courses he had missed by being dropped from school. Here he passed all three of the classes in which he was enrolled. In September, he was given a recommendation to be readmitted to the regular school at Southwestern High School. He was registered even though he lived outside of the school's district. The Job Upgrading teacher saw R. daily in the halls and talked to him briefly encouraging him to do his best and to conduct himself appropriately in school. His homeroom teacher commented on his courteous behavior. He completed the semester with perfect attendance and had no difficulty with any teacher while passing all of his classes. R. is still enrolled at Southwestern High School and is making satisfactory progress toward earning a high school diploma.

The Case of C.

The Special Prep class teacher at Earhart Junior High School referred C. to the Job Upgrading Center at Southwestern High School in the hope that she would receive assistance in getting a job because she was almost eighteen years old and had not been making any academic progress. C. enrolled in September, 1968. From the beginning it was evident that she was a very dependable and conscientious young lady even though she was shy and withdrawn. C. was referred to the Department of Vocational Rehabilitation where she was accepted as one of their cases. Her appearance left much to be desired. She had a frail appearance and quite often her clothes would not even match. When asked if she would like

to take some classes in regular school, she volunteered to try a Foods class and a Reading Improvement class. Her progress during the semester was quite unusual. She did very well. Far better than her teachers and teacher-coordinator had expected. She completed both classes with final grades of C. During the semester, C. expressed a desire to complete high school if possible. Being uncertain of her ability to do regular class work, the teacher-coordinator suggested that she enroll in regular academic classes while staying in the Job Upgrading Program another semester. For the spring semester, she was enrolled in the following classes: Family Living, English 4 and Refresher Math 1. In addition, she was assigned to a work experience in the Central Supply Room of the Detroit General Hospital. When she first reported for work, Mrs. Dortch, the supervisor, called the Job Upgrading teacher-coordinator and questioned whether C. would be able to do the work required. Mrs. Dortch was persuaded to give C. a try. When making the first coordinating visit, Mrs. Dortch was very pleased with C. even though she worked rather slowly. By the time C. left the work experience, she had won Mrs. Dortch's heart by being dependable, kind and thoughtful. C. even gave Mrs. Dortch a greeting card on her(C.'s)birthday. When questioned why she did this, her reply was that she wanted to repay Mrs. Dortch for her kindness. During the entire school year, C. was absent only five days. She was always on time. Her work in the Job Upgrading Class was good, having completed over 50 lesson sheets. C. again, completed the semester with passing grades. She received "C" grades in all of her classes. It was recommended that she attend summer school to earn more credit in order that the teacher-coordinator might be able to recommend her for regular school in September. The teacher-coordinator arranged a scholarship for C. to attend summer school at Western High School. According to the latest report, she is doing passing work and looking forward to continuing her education in September.

The Case of D.

D. came from seven years at Wayne County Training School, very nervous and emotional. He was placed in classes in evening, and on a job in Neighborhood Youth Corps, working with a DPW shrubbery crew in the day time. Later, he was referred to Division of Vocational Rehabilitation and sent to the League for Handicapped on exploratory work experience. Presently he is working at the Red Devil Restaurant on Michigan Avenue as a bus boy at $1.60 per hour. He has been on this job for eleven months.

The Case of H.

H., a Mexican immigrant, living here with an aged aunt and uncle away from his eleven brothers and sisters. H. had home problems most of the time. His aunt called me frequently. The boy passed three classes. He was placed on a job where he did very well. He decided to join the U.S.M.C. on attaining age 18. He has corresponded with me since entry in the Marine Corps.

The Case of J.

J. enrolled in Job Upgrading during the month of April, 1968. He had received all "E's" during the first card marking and his attendance was poor. We dropped three of his classes, retained two and gave him an earlier schedule. His truancy persisted and with home calls, I got to know his mother quite well. Together, I think we got J. to understand his role in society and that it was up to him to find it. By the end of June, he passed his two classes and had started to work as a guide for the Detroit Historical Museum. During the course of the summer, J. took my advice and, with his mother's blessing, enrolled in the Job Corps. He left for Clam Lake, Wisconsin in August. J. specialized in computer work and upon graduating in June from the Corps enrolled in a private school for more advanced work, while working for General Motors. He recently came back and told me he finally enlisted in the Marine Corps and was very grateful for the patience and understanding plus the advice I had given him to help him get on the right track.

The Case of A.

A. was a suspension student from Chadsey High School. His attitude on entering Job Upgrading was belligerent, aggressive, and he had a poor appearance. A. became interested in auto mechanics, and became very good at fixing automobiles. A. passed 10 hours during the first semester and fifteen the 2nd semester. He developed a job on his own, worked all summer and purchased a car. He was recommended for return to regular school, where he is at the present.

The Cases of B. (male) and I. (female)

Three years ago, B. and I. met in our Job Upgrading class. Both were 10B dropouts because they hated to stay in school and wanted something more meaningful than academic classes. B. and I. had a work experience that summer and came back in September with an improved attitude toward school. I. obtained a job on her own, at Grace Hospital and B. was referred to a restaurant where he worked in the kitchen. To make a long story short, they continued to see each other steadily and seemed to help each other through school. Last June they both graduated from high school. During the time they were back in regular school they both worked part time and did much better academically than before entering Job Upgrading. They seemed to have more interest, desire and their outlook on their future was vastly improved. They asked my wife and I to attend their wedding a few weeks ago and, needless to say, we're pleased to attend.

The Case of B.

B. was sent to Job Upgrading from the Houghton School -- a special prep youngster. B.'s reading level was that of a first grader, but he seemed to be willing to learn and adjusted to the group satisfactorily. I had 12th grade students give him some help with his reading problem, but they discovered, as I did, that his retention was poor. I decided to start him on a work experience and assigned him to Mr. Kinsler at the Historical Museum. Don (Kinsler) does an excellent job with the Job Upgrading kids. (I had B. referred to Vocation Rehabilitation,

but they didn't have funds, at the time, so we went ahead on our own.) Mr. Kinsler admitted that he had very serious doubts about B., but as time went along, B. began to improve until he came to a point when Mr. Kinsler found that there were a number of jobs that B. could handle for him. B. had to also learn to catch the right buses to and from work and become more mobile. This he learned and his attendance was very good. I found a job opportunity for B. and convinced the employer to give B. a chance at a full time job. (I stressed the successful work experience that B. had and his good attendance record). On my last follow-up call B. was still employed at this restaurant.

Trainee Interviews

Structured interviews were held by the evaluator with a sample of 44 trainees from five centers during the spring of 1969. With respect to age and number of months in the program, the sample group was distributed as follows:

Age In Years	Number of Trainees
16	23
17	17
18	4
Total	44

Months In Program	Number of Trainees
0 to 4	16
5 to 8	18
9 or more	10
Total	44

Listed below are the interview questions and summaries of the trainee's responses:

Question 1. "Did you work before enrolling in Job Upgrading?"
Responses: Yes -- 20; No -- 24.

Question 2. "Why did you enroll in Job Upgrading?"
Responses: 23 came because someone else recommended it to them; 11 came to get a job; and 9 came to return to school.

Question 3. "Were you shown, told, or given information regarding your personal appearance?"
Responses: 33 mentioned receiving information concerning clean clothes; 30 -- hair; 30 -- shoes; 26 -- deodorant; 24 -- daily bathing; 24 -- skin; 23 -- fingernails; 22 -- posture; and 19 -- makeup.

Question 4. "What work habits were explained or discussed with you?"
Responses: 35 mentioned receiving information concerning getting along; 34 -- punctuality; 32 -- attendance; 31 -- industriousness; 31 -- respect rules; 27 -- dependability; and 26 -- initiative.

Question 5. "What are some of the techniques you learned about using a telephone?"

Responses: There was a total of 33 responses. The techniques most often cited by the trainees in the order of their frequency were: how to answer a call -- 16; taking notes -- 4; and controlling their voice -- 3.

Question 6. "What did you learn that would help you when being interviewed by an employer?"

Responses: There was a total of 93 items mentioned. The responses most often given by the trainees were: how to dress -- 9; be neat -- 8; and be clean -- 7.

Question 7. "How much is the Job Upgrading Program helping you?"

Responses: In the order of their frequency, the replies were: Whole lot -- 20; Great deal -- 2; Quite a bit -- 1; Real good -- 1; Some -- 1; All the way -- 1; Not much --1; and Not yet -- 1; (Some trainees mentioned a way it was helping them: A total of 39 ways were mentioned, including: How to get a job -- 8; Job Experience -- 6; Can read better -- 3; and Can speak better -- 3.)

Question 8. "How do you compare Job Upgrading to regular school?"

Responses: It was found that trainee replies to this question supplied many insights into how the trainees view the Job Upgrading program, therefore, all the replies are listed for this question.

Frequency	Response
7	"I prefer Job Upgrading."
6	"Job Upgrading is not full time school." (One trainee added, "You're not tempted to skip.")
5	"Job Upgrading gives you a job and school."
5	"I like them the same."
4	"Job Upgrading gives you a work experience."
4	"You get out early and have time for a job."
4	"Job Upgrading is easier." (One trainee added, "It's not long. You don't have to get along with the teacher so long.")
3	"In Job Upgrading, you only take classes you need."
2	"I prefer regular school."
2	"You don't learn as much as you do in regular school."

Frequency	Responses
2	"Job Upgrading gives you a chance to return to regular school."
2	"They are the same except Job Upgrading gets you a job."
2	"You can see your counselor in Job Upgrading. There is no worry about seeing your counselor. He has less kids and he knows you."
2	"Job Upgrading has less classes, but still helps you a lot."

(All of the following were single replies)

"The teacher is not grouchy in Job Upgrading."

"Regular school has more to occupy you. In Job Upgrading you sit and talk."

"Job Upgrading gives you more writing to do and books."

"Job Upgrading has no prestige like regular school."

"Job Upgrading doesn't learn you as much as regular school - not as many classes."

"If you're late in Job Upgrading, you see your coordinator. In regular school you have to go to the office and see your counselor."

"There are not as many fights in Job Upgrading as regular school."

"In Job Upgrading you do lesson sheets and discuss them like a study hall."

"The Job Upgrading Coordinator talks to you individually- treats you like a man - knows your problem."

"They don't understand you in regular school like here. Here, they have other things going on in life."

"I prefer regular school. There you have history and English. Job Upgrading just has jobs."

"You learn about jobs in Job Upgrading."

"Your attitude toward people -- in a small class, you get to know others, not like regular school. Here you can control yourself and emotions."

"In Job Upgrading you get a pay check."

"Regular school is better. You get grades, report card, classes, and trips."

"Job Upgrading is fun. You are at ease - no homework to worry about and you learn to read newspapers."

"Job Upgrading is better, but it's not a real education like regular school."

"Job Upgrading is not the same every day. You get a chance to find out what people are really like when you go on a work experience."

"Job Upgrading has more freedom - less pressure."

"Job Upgrading gives you a chance to take the GED test."

Question 1 provided the information that most of the trainees had never had a job before. The responses to Question 2 show that the greatest number of trainees were referred to the program by a school official, a relative, or a friend in that order. Their reasons for enrolling were almost evenly divided between getting jobs and returning to school.

Judging from the amount and kind of responses to Questions 3 and 4, the program has done a good job in the areas of personal appearance and work habits. The limited number of responses to Question 5 indicates that the use of the telephone is not being heavily stressed in the program. The subject of job interviews seems to have had sufficient coverage judging by the responses to Question 6. In answer to Question 7., the trainees named 49 different ways the program had helped them. There were also three negative statements about the program. Thus, 94 percent of the trainee statements were in support of the program. All of the responses to Question 8 were given in the trainee's own words to better describe the relationship they felt to the program. The trainees made a total of 70 statements regarding the relationship: 13 percent of the statements showed a preference for regular school; 7 percent favored both equally well; and 80 percent indicated a preference for Job Upgrading.

Achievement of Trainees in Regular School Classes

The coordinators encourage most of their trainees to enroll in one or more regular school classes while they are also enrolled in the Job Upgrading program. This additional classwork accomplishes many purposes: (1) for some trainees it fills in the gaps they may have in the academic preparation for employment; (2) for others, it rebuilds their confidence when they find that they are still capable of learning, passing courses, and earning credits toward graduation; (3) for most trainees it reinforces the idea that they are really and truly a member of the student body of the school; and (4) for about 20 percent of the trainees, it is their best means of proving that they are ready to return to regular school.

There were 1641 trainees enrolled in the project from September, 1968, through August, 1969. However, some of them entered the program late in the semester or were not suited for regular school classes in the opinion of the coordinator, and therefore, were not enrolled in any regular school classes. Accordingly, only 60 to 80 percent of the trainees in the program at any given time are enrolled in regular school classes. The following table is a summary of the passing school marks earned by trainees in that period. The E marks received by trainees were not included because no credit was earned by a failing mark.

Table 2

Passing Marks Earned by Trainees in Regular School Classes

Sex of Trainees	Number of Trainees	Number of Marks Earned				Totals
		A	B	C	D	
Male	289	21	55	144	176	396
Female	180	6	29	108	109	252
Totals	469	27	84	252	285	648

The Work Experience Assignments

Description of the Work Experience - These assignments are the heart of the Job Upgrading Project around which the other components cluster as contributing members. During his first six-weeks in the program the trainee's readiness for employment is systematically built up towards the climax of the program, the paid work experience with a real company or agency away from the school. The work experience supervisor is not an employee of the Job Upgrading Program. He is an employee of a governmental or non-profit social agency or profit making business which has entered into a cooperative agreement with the Job Upgrading Program to supply job positions

and supervision for trainees who will be paid for their work by the Job Upgrading Program. The work experience is not designed to teach the trainee a specialized job skill. However, it is intended to ensure that the trainee has the opportunity to go through each step involved in obtaining employment. These steps usually include: finding the agency, filling out an application, being interviewed, hired, and given the same orientation that is given to regular employees. Then it is up to the trainee to get there on time each day and perform the job assigned to him. This includes getting along with the regular employees, the public, and his bosses on the job.

During the 1968-69, year of project operation, a total of 776 trainees participated in a work experience. This is 5 percent less than the 1967-68 year total of 818. However, this was to be expected since there was a corresponding 6 percent reduction in the number of centers and teacher-coordinators.

The project's close cooperation with the Division of Vocational Rehabilitation (DVR) resulted in the DVR underwriting the expenses for trainees in seven six-week work experiences, one eleven-week diagnostic work experience, five four-week diagnostic work experiences, eight on-the-job training courses, twelve tuition paid training courses; and providing health service (dental, glasses, etc.) for five others.

The Work Experience Supervisor Questionnaire -- As part of his own evaluation of the project, the director asked all the work experience supervisors to complete a six item questionnaire in the summer of 1969. Twenty-two replies were received. Normally, there are about 100 supervisors working with the program during the year, so the 22 replies represent a sample of about one-fifth of the total number of supervisors who work with the program. The questions and summaries of the replies are given below:

Question 1. "How many students do you have under your supervision?"
Responses: One student -- 10; Two students -- 6; Three students -- 2; Four students -- 1; Five students -- 1; Six students -- 1; Seven students -- 1.

Question 2. "In general, state how the program has helped or hindered your operation."
Responses Helped -- 21; Hindered -- 0; No answer -- 1.

Some specific comments were:

"Without the supply of bandages prepared by our Job Upgrading girls, we never would have been able to handle all of the eighteen boat explosion victims as quickly as we did, as well as those wounded in the recent shoot-out at the Federal Building."

"The Job Upgraders are very reliable, dependable and well groomed. They follow instructions readily and without any comment. They are better than trainees from other summer programs because their counselors take more interest in them."

"It has helped my workload get done much faster and gives me time to catch up in all the things I was falling behind on."

"The girls have been a big help to our office as we are understaffed. They help to take some of the load of work off our regular employees."

"It has helped because some of these trainees are helping our labor problem and make good future employees."

"The program has helped me to get out extra work."

Question 3. "Have the teachers visited with you on a regular basis to discuss any problems that may have come up?"

Responses: Yes: 15 No: 3 No answer: 3

Question 4. "Have you noticed any improvement in the behavior, attitude, and work habits of trainees as the summer has progressed?"

Responses: Yes: 14 No: 1

Other responses were: "Slight;" "Work habits poor;" "Attitude could improve;" "In some cases;" "Two weeks and working well;" "Satisfactory;" "She has been a good worker from the start;" and, "He is a fine young man and does work well."

Question 5. "Would you work with Job Upgrading trainees in the future if funding permits?"

Responses: Yes: 20 Definitely: 1 The other reply was, "If we can get slightly older boys they might be more help."

Question 6. "Use the balance of this page to express any opinions, positive or negative, about the Job Upgrading Program."

Responses: Nineteen positive opinions were expressed. Some supervisors, while expressing a positive opinion about some part of the program, also expressed a negative opinion about another phase of the program resulting in a total of seven negative opinions.

Some sample opinions about specific parts of the program were:

"By and large these young people seem to come with a lot of potential and they are easy to work with because they can take direction."

"The program seems to have given the girls I worked with a sense of pride in their appearance and work habits."

"I believe the Job Upgrading Program is a wonderful thing. Not only do the girls have an opportunity to gain experience in office work and procedures but it also helps us and the work they do, we would have to somehow do ourselves."

"I feel on the whole the program is all right, but I find the greatest problem is to get the trainees to report to work regularly."

"It is a fine way to keep the young people off the streets and give the understaffed hospitals help!"

In summary, according to the responses to Question 1, the average work experience supervisor was working with two or more trainees. In regard to Question 2, no supervisor said the program hindered them and all but one agreed that it was of help to them. According to the answers to Question 3, most of the teacher-coordinators are conferring with their work experience supervisors on a regular basis. In regard to trainee improvement in behavior, attitude, and work habits (Question 4) all of the supervisors but one noticed improvements. All 22 supervisors said that they would like to continue working with trainees in the future in answer to Question 5. Supervisor statements in response to Question 6 provided evidence of achievement of some project goals such as improved personal appearance and work habits by some trainees. The supervisors also mentioned problems encountered in working with school drop-outs such as irregular attendance, but many of the replies stressed the mutual benefits they saw for both the trainees and the cooperating institutions.

The Trainee Evaluation of the Work Experience Program

Concurrently with the work experience supervisors, the trainees were also requested to complete an evaluation questionnaire concerning their work experiences in the Job Upgrading Project. There were 186 trainees in the 1969 summer program and 118 returned their questionnaires.

The first question was: "What do you like most about your job?" The trainee responses were:

46 percent of the trainees said it was the work they were doing
26 percent mentioned working conditions
25 percent said it was the people they worked with
3 percent did not answer.

The second question asked: "What do you like least about your job?" The trainee responses were:

34 percent said there was nothing they liked least
33 percent said it was the work they were doing
10 percent mentioned a working condition
5 percent said it was the supervision
5 percent said it was everything
4 percent said it was the people they worked with
9 percent did not answer.

The third question had two parts: "Has this job changed your feelings about your future plans? How?"

Responses: Yes: 39 (33%) No: 64 (54%) No answer: 15 (13%)

How Responses	No. of Responses
More education	10
Would like to continue working in hospital	8
Continue this kind of work	8
Would not like to continue this type of work	7
Experience was good	3
Wanting to do something important	1
Meeting responsibility	1
Don't mind working now	1
Work is too boring	1
Made me eager	1
Accepting responsibility	1
Haven't any future plans	1
Want to be a veterinarian	1
Want to be a policeman	1
Plan to be a teacher	1
Plan to be a beautician	1

The fourth item was: "Rate yourself by circling the number which best shows your performance." The items to be rated were: Attendance, Punctuality, Ability to get along with people and Ability to follow directions."

The distribution of trainee self-ratings was as follows:

Numbers and Percents of Trainee Self-Ratings

Quality Rated	Very Good	Good	Average	Poor	Very Poor	No Response
Attendance	55 (48%)	29 (25%)	18 (15%)	7 (5%)	5 (4%)	4 (3%)
Punctuality	65 (55%)	30 (25%)	15 (13%)	2 (2%)	1 (1%)	5 (4%)
Ability to get along with people	80 (68%)	14 (12%)	14 (12%)	4 (3%)	1 (1%)	5 (4%)
Ability to follow directions	70 (59%)	29 (25%)	10 (9%)	3 (2%)	0 (0)%	6 (5%)

The last item requested the trainees to: "Use the rest of this page for comments you'd like to make about the Job Upgrading Program, your job, your teachers, or your supervisor."

There was a total of 76 replies to this item.

In regard to the Job Upgrading Program:

Fourteen mentioned how good the program was; for example, "Job Upgrading is a good way to find what you like."

Eight told how helpful it was; for example, "The Job Upgrading Program is a good program, it helps you get yourself back together and on your feet."

Thirteen told how it gave them job experience; for example:

"The Job Upgrading Program gives you a chance to work in different places and gives you a chance to see what type of job you would like in the future."

"I think Job Upgrading is a very good program for young people to get experience in jobs that will help them in the future to carry out being something. It will help them in experience when looking for a job."

"The school got me a job which I think I would never have been able to get on my own at my age."

In regard to the work experience job there were 23 comments:

Nine said they liked their job.

Twelve made positive comments on their job ranging from"O.K." to "great".

Two comments were negative: "Don't like" and "Not interested".

In regard to their Job Upgrading teacher the trainees made 34 comments:

Ten said the teacher was "nice".

Seven described the teacher as "helpful".

Four mentioned "understanding".

Thirteen others ranged from "all right" to "wonderful".

There were no negative comments.

In regard to their work experience supervisors, 37 trainees expressed their opinions:

Eight said the supervisor was "nice".

Seven said "helpful".

Four said "understanding".

Sixteen made various positive comments such as, "I have a supervisor who wants to see that you make something of yourself and so does my teacher".

Two negative comments were made about the supervisors.

The trainees' words sum up the program accurately and succinctly. Judging by their comments many trainees showed substantial growth in their appreciation of what it means to work, keep a job, please a boss, and get along with others on the job.

The Parent Questionnaire

The trainees were asked to take home a questionnaire to their parents in January, 1969. A total of 31 questionnaires were returned representing five different centers. Twenty-five (80 percent) of the parents who replied thought that the program had helped their child. The questions and summaries of the replies are listed below.

Question 1. "In what ways do you think Job Upgrading has helped your child?"

The range of numbers of ways mentioned was as follows:

	0 Ways	1 Way	2 Ways	3 Ways	4 Ways	Not able to rate	No Answer
Frequency of Mention:	2	14	7	2	1	1	4

The areas of help mentioned by the parents were:

Areas	Frequency of Mention
Attitudes	14
Work Experience	6
Social Skills	6
Finance	4
Behavior	3
Attendance	2
Personal Appearance	1

Question 2. "List any changes in your child's attitude or behavior since becoming a Job Upgrader that you have noticed."

The numbers of changes mentioned by parents were as follows:

Number of Changes Mentioned:	0	1	2	3	4	No answer
Frequency of Mention:	3	6	13	2	2	5

The parents reported 21 kinds of behavioral changes and two attitudional changes. The positive changes mentioned most often were:

Behavior Change Noted	Frequency of Mention
More independent	4
More interested	4
More mature	3
Better self-control	3
Less nervous	2
Happier	2
Better attendance	2
Studies more	2
Talks more	2

Only three negative changes were reported. Two parents reported that their child stopped attending school; and one parent said her child was harder to handle.

Question 3. "Do you have any suggestions or comments you would like to make about the Job Upgrading Program?"

Of the 31 parents who returned their questionnaire, 16 made some comment about the program. These parents made a total of 33 statements in reference to the worth of the program of which 89 percent were positive and 11 percent negative. The following parent statements were selected by the evaluator as being the most informative:

> "Keep up the good work. If it weren't for Job Upgrading it would be hard for anyone like my son to get a job."
>
> "I feel that many children have been given a chance to finish school and learn a way of making a living. Without this program, more children will get into trouble of some type. I would like to see it continued. It is a much needed program."
>
> "I think it's a waste of time and money. The youngsters who will continue regular schooling as a result of this class would, for the most part, have gone on without it. The others are dropouts and will remain dropouts."

"You have did a wonderful job. Keep up the good work. I would recommend you to any parent who has a child that has seem to have lost their way and don't know how to come back to this side of earth. You have shown him you can be his friend also as well as his teacher, and that he got out there and faced the world too."

"I am glad that he is continuing school."

"Wish he had it sooner. I think his whole attitude would have been different."

The Job Placement Service

The Job Placement Service office is manned by a job coordinator and a secretary. As soon as job bound trainees in the program have completed their preparation for a job, they are sent to the coordinator. During the three years that this service has been operational, the following results have been achieved:

	1966-67	1967-68	1968-69
Number Registered	194	343	348
Number Interviewed	220	639	730
Number Referred to Employers	177	392	451
Number Placed into Full-Time Employment	87	261	339
Job Development Visits	340	431	601
Job Orders Received	107	223	275

Every boy or girl who comes to the Job Coordinator is counted as a registration. They also receive an interview at that time. Some trainees return for a second interview, thus, making that figure larger than the number of trainees registered. Some trainees were referred to more than one employer before being hired. Knowledge or information of a job opening received by the Job Coordinator is considered a Job Order. He consults his list of trainees and notifies those who would qualify for the job and would have means of transportation to the job location. Some employers want more than one person when they call in a Job Order. For example, a supermarket may call for six stockboys. That would be counted as a single Job Order even though six trainees may receive jobs because of it.

In order to evaluate the effects of his efforts, the Job Coordinator sent letters in June, 1969 to all the trainees who obtained full time employment through his service during the school year. The trainees were asked to indicate where they were working, how long they had been working there, what they were earning, and if they were no longer working, and if so, did they again need help in finding a job? The trainees either returned the

form or were contacted by telephone. Three hundred thirty-nine letters were sent and 293 replies were received representing an 86 percent return. The replies can be summarized as follows:

Employment Status of Trainees Who Found Employment Through the Program	Number of Trainees	Percent
Still employed at same job	122	42
Moved to better job	56	19
Returned to school or Job Corps	32	11
No longer employed	83	28
Total	293	100

The data shows that 72 percent of the former trainees contacted either are still working or have returned to a school or training program. Many of the trainees after some experience, were able to move to a job with better working conditions or higher pay.

The relocation of this component of the project to the Youth Opportunity Center of the Michigan Employment Security Commission (M.E.S.C.) at 8600 Woodward Avenue, has proven to be of additional help to the project. The new location is more central to the city as a whole, and in addition, the trainees can be immediately referred to a MESC worker for possible enrollment in a training program. The project relocation decision and its prompt implementation should prove to be of considerable future benefit to the trainees.

Staff Evaluation Survey Findings

In June, 1969, the teacher coordinators were asked to complete an evaluation survey regarding changes needed in the program to make it more effective. Returns were received from 11 of the 15 coordinators. Five areas received most of the comments. The coordinators' comments listed below were edited (and consolidated in some cases) by the evaluator for reasons of brevity and clarity. Items mentioned by more than one coordinator will have the number of times mentioned in parentheses at the end of the item.

Intake Policy --

1. Establish policy regarding who can be enrolled. Some principals reject suspensions. Other principals will not take students from beyond their school boundaries. (3)

2. How many trainees from special education should be accepted?

3. No pupil should be enrolled until his records are obtained and reviewed.

4. The policy of direct transfer into Job Upgrading has worked well and should be continued.

The Work Experience --

1. When too many trainees are assigned to one station, they stick together and do not learn from association with adults on the job. Also, the supervisor may not have time to give them adequate supervision.

2. Expand the number of stations in the private business sector.

3. Lengthen the experience from 6 to 8 weeks.

4. Raise the pay: $1.30 is too low.

Materials --

1. Replace old SRA kits and lesson sheets. Also many coordinators need a workshop on how to use their SRA reading kits. (3)

2. Paucity of materials for very poor readers and for very advanced students.

3. A tachistoscope could be used to help all students improve their reading speed.

Project-School Relations --

1. Prepare informational letter about the project and place it in every teacher's mailbox on the first day of school.

2. Schedule at least an annual meeting with the administrative staff of the school to update them on the project. (2)

3. Although not required to do so, why shouldn't coordinators volunteer for duty at as many school functions as possible during the year? (2)

4. Making frequent checks on trainees in regular school classes also helps improve project-school relations.

In-Service Training --

1. Devote part of each monthly meeting to a presentation, review, etc. of some aspect of the program.

2. Use the end of semester for a special meeting in which the staff can bring up new ideas or suggest changes in the project.

3. Joint coordinators' visitations to businesses help develop skill in placing trainees.

4. Case conferences could help coordinators to pool their knowledge and experience on real life cases.

Miscellaneous --

1. Reports are too many, staggering and multitudinous. Some type of clerical assistance is needed. (2)

2. The project needs a psychologist and a social worker.

3. There is need for two schools for dropouts: one which would instruct in remedial reading and mathematics; and one which would offer vocational classes such as typing, welding, and auto mechanics.(2)

4. Expand the program to include all high schools and those junior high schools who have some students who are still in the 7th, 8th, 9th grades at age sixteen or older. (3)

5. Recognize the additional responsibilities of job upgrading coordinators with a higher salary differential.

6. Allow trainees who have earned enough credits to graduate from high school through the Job Upgrading Program.

The comments above represent the best thinking of the staff in regard to the future direction of the project. As a result of recommendations made by staff in last year's evaluation, it can be reported that on going changes were made in three areas suggested for action by the coordinators: 1) an agreement was made with the Urban Adult Educational Institute to enroll job upgrading trainees; 2) work experience job sites were secured in the private business sector; and 3) the relocation was accomplished of four centers to locations in the school building which are better suited to needs of the project's trainees.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Education in the year 1970 is no longer an ornament, but a basic necessity for survival. Job Upgrading is a second chance for dropouts who have thought it over and decided they need more education. A major reason for the program's success with dropouts is that it offers them a complete package: academic course work, training and preparation for a job, and job placement. The "guts" of the program, the work experience, is real, not just skill training on obsolete machines, but a real life experience away from the school with a real boss and paychecks. These street-wise young people know better than anyone else that they are basically deficient in reading, arithmetic, and communication skills, and when they find out that the Job Upgrading program addresses itself to these academic fundamentals in addition to job training, then they know that they are being taken seriously, that the program is not a "watered-down" program with reduced standards for ghetto youth.

Predominantly, the trainees are the former underachievers of regular school who needed a more intensive teacher-pupil relationship than they had in their regular classes, and which they have now found in Job Upgrading where the teacher has time for individual counseling, and where the so-called dehumanizing practices of the school: marks, corporal punishment, overcrowded classrooms, heavy teaching loads, the track system, inflexible time schedules, grade-level lock-step, and the "right" answer syndrome are all things of the past. Or in the words of a trainee, "Most teachers and counselors don't even take time with individual pupils. They group everybody the same way and try to make us into little computers, but the trouble is, we are human beings and not machines -- that is why I quit regular school and got in this program which is much better."

According to the National Advisory Council on Vocational Education, "Nearly 25 percent of the young men and women who turn 18 each year are not educated to a level of adequate employability," and they go on to cite this fact as an important cause of the unrest and violence prevalent in the country today. The middle class children in this 25 percent are usually able to make the transition from school to employment via family job contacts. However, the disadvantaged children's families usually have no such contacts, hence the decision to use Title I funds to assist such pupils through expansion of the Job Upgrading Program in 1966. In fact, many of the trainees are from families recently arrived in the city from rural areas of the South. Historically, each immigrant group joining America's urban society during the last century has had to jump an educational gap, which has grown wider with each generation. It only took a few weeks of schooling back in 1840 to move from rural illiteracy to where the city folks were in terms of education. However, now in 1970, it takes as much as twelve or sixteen years of schooling to meet the educational standards of today's knowledge orientated society. According to some experts, this makes the educational gap too wide to be bridged in one of two generations, regardless of skin color. Despite the experts'

gloomy predictions, the Job Upgrading Program has been a stepping stone to employment success for many such disadvantaged children of Detroit for the last 20 years, and it is the conclusion of this report that it has proved its worth and should continue to be funded by Title I.

Recommendations

The recommendations of this evaluation report regarding future project policy are as follows:

1. Length of Work Experience Assignment -- It is recommended that the project lengthen the work experience from six weeks to as close to 12 weeks as the budget allows. During the years of its growth from 1949 to the present, the Job Upgrading coordinators have found that the ideal length of the work experience is approximately 12 weeks. It takes about six weeks for the trainee to become fully acclimated to his new vocation. It is at this point that his supervisor begins to see his growth in some areas and to see areas where he needs more help. Thus, to terminate the relationship at the end of six weeks prevents further development of the trainee in the areas of work habits, attitudes, and skills. In addition, the institution is deprived of the full benefit it should receive from the training and supervision it has provided for the trainee during the six weeks.

2. Trainee Intake Policy -- With decentralization imminent, it is recommended that the project review its trainee intake policy, especially in regard to students from outside school boundaries, suspended students, and students from Special Education classes.

3. Materials and Supplies -- The wide range of interests and abilities that the trainees bring to their coordinator requires that he have many different kinds and levels of educational materials available for their use. It is recommended that the project review the current usage of Job Upgrading materials and supplies to determine if some are no longer appropriate or in need of replacement, for example, the SRA Reading Kits, or whether some newer educational products now available could be profitably used in the centers.

4. Curriculum Content -- Some trainees who enroll have already achieved parenthood. Others will marry soon after they find full time employment. Therefore, it is recommended that the coordinators be prepared to take advantage of group discussions or other techniques to encourage socially acceptable behaviors and sound economic policies in the critical areas of: home and family living (including sex education and parenthood), home economics and money management.

5. Center Relocation -- The centers at Kettering, Mackenzie, and Southeastern are still not located in the main high school building where they can be most effective. Therefore, it is recommended that the project continue its efforts to have these centers relocated in the main building as soon as possible. Also, should any future moves be necessary because of decentralization, it is recommended that the project insist that its rooms be relocated only in main buildings.

6. Parent and Citizen Participation -- An excellent start has been made in this area with the formation of the Citizens Advisory Council for the Work Adjustment Programs. A similar group composed of parents and interested citizens would be a valuable resource to the Job Upgrading Project. Therefore, it is recommended that this concept be explored so that the advisory role of parents and citizens in the project can be enlarged.

7. The Summer Program -- The summer program of 1969 was on a reduced basis with only six of the 15 centers in operation because of a cutback in funding for the project. It is recommended that a search for additional summer operating funds be made. Concentration should be on the possibility of obtaining a portion of funds already appropriated for other projects.

   a. The centers at King, Murray-Wright, and Northeastern are in the Model Cities area and may be eligible for partial funding through Model Cities.

   b. Some federal funds are earmarked for vocational rehabilitation, and some trainees are eligible for these funds.

   c. Public law 89-313 (amendment to Title I), to strengthen programs for the handicapped and Title VI-A of ESEA, to enrich programs serving handicapped children would also be possibilities for funding since Job Upgrading enrolls about 30 percent of its trainees from Special Education classes for the mentally retarded and other types of handicapped children.

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